



AUTHENTIC  
**FIRST PEOPLES**  
RESOURCES

K-9





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**CONTACT INFORMATION**

First Nations Education Steering Committee and First Nations Schools Association  
#113 - 100 Park Royal South West Vancouver, BC V7T 1A2  
604-925-6087 / 1-877-422-3672 info@fnesc.ca

# ACKNOWLEDGMENTS

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## 2016 RESOURCE EVALUATION TEAM

Jo-Anne (Jo) L. Chrona	(Ts'msyen)	Curriculum Coordinator, First Nations Education Steering Committee
------------------------	------------	--

Sara Florence Davidson	(Haida)	PhD Candidate, Department of Language and Literacy, UBC
------------------------	---------	---

Roberta Edzerza	(Ts'msyen)	School District No. 52 (Prince Rupert)
-----------------	------------	--

Nadine McSpadden	(Secwepemc)	School District No. 36 (Surrey)
------------------	-------------	---------------------------------

Joanne Moiese	(Secwepemc)	Stone Band School — Yunesit'in ?Esgul
---------------	-------------	---------------------------------------

Trena Lynn Sutton	(T'Sou-ke Nation)	School District No. 61 (Victoria)
-------------------	-------------------	-----------------------------------

Anne Tenning	(Stz'luminus First Nation)	School District No. 68 (Nanaimo-Ladysmith)
--------------	----------------------------	--

Lynne Wainwright	(Anishinaabe)	School District No. 38 (Richmond)
------------------	---------------	-----------------------------------

Jillian Walkus		School District No. 85 (North Island)
----------------	--	---------------------------------------

Heidi Wood		School District No. 36 (Surrey)
------------	--	---------------------------------

**2011 RESOURCE EVALUATION TEAM**

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

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- ▶ all the publishers and distributors who provided materials for evaluation in response to the 2011 and 2016 FNESC calls for resources
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## WHAT ARE AUTHENTIC FIRST PEOPLES TEXTS?

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Authentic First Peoples texts are historical or contemporary texts that

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

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

The 2nd edition of this guide is intended to help BC educators introduce resources that reflect First Peoples knowledge and perspectives into classrooms in respective ways. The inclusion of authentic First Peoples content into classrooms

- ▶ supports all students in developing an understanding of the significant place of First Peoples within the historical and contemporary fabric of this province and
- ▶ provides culturally relevant materials for Indigenous learners in British Columbia.

This guide lists resources (story and informational text) written for a **student** audience. It is recognized that a rich learning experience for students includes opportunities to work with oral, visual, and written text.

## THE RESOURCE EVALUATION PROCESS

The annotated list of resources provided in this guide was developed by BC educators. As a part of the process:

- ▶ a resource evaluation tool was developed (see Appendix: Evaluation Form)
- ▶ FNEESC issued a call to BC and Canadian publishers to distributors to submit materials for evaluation
- ▶ FNEESC convened teams of BC educators to evaluate the submitted resources according to the criteria in the Evaluation Form.

## USING THIS GUIDE

The **Resource Annotations** section of this guide contains detailed information about all of the First Peoples resources evaluated and approved by FNEESC for use in K-9 classrooms.

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

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

## CHOOSING AND USING RESOURCES LISTED IN THIS GUIDE

The resource annotations provided in this guide have been compiled using the information captured on the FNEESC resource evaluation forms. The annotations are presented in alphabetical order (by title). When interpreting the annotations, please keep the following points in mind:

- ▶ The “reading level” identified within each annotation is based on the professional opinion of the evaluating educators, rather than on any quantitative readability analysis tools. Users are accordingly encouraged to treat these “reading level” designations as guidelines only, recognizing that resources can be used as read-aloud texts with younger grades or for various other teaching purposes with older grades.
- ▶ The “subject area” designation provided for each annotation is a guideline only, identifying the most obvious curriculum connections to the book’s content. Users may find additional curricular applications for many of these resources

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### ▶ RESOURCE USE APPROVALS

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*The resources listed in this guide were reviewed under the auspices of FNEESC, not the Ministry of Education. Teachers in the K-12 public system are encouraged to follow their school district’s process of approval of student resources.*

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(e.g., illustrations in picture books can be studied from a visual arts perspective, stories can be used as readers' theatre or other drama forms in drama classes, bilingual books can be used in First Nations languages classes).

- ▶ Although inclusion of a resource in this guide is an indication that it meets criteria for designation as an authentic First Peoples text, there may be caveats associated with using it in the classroom. Accordingly, where aspects of the text might make it unsuitable for certain purposes or require an educator to help interpret, explain, or qualify content issues for students, this has been indicated by means of "Caution" notes provided as part of the annotation.

### Core Competencies



Virtually all of the resources included in this guide directly support the development of the Positive Personal and Cultural Identity core competency. A few directly support the development of other Core Competencies as well, but in most cases the capacity of resources to support Core Competency development relies on guidance and instruction provided by teachers. More information can be found at <https://curriculum.gov.bc.ca/competencies>.

### FURTHER TEACHER RESOURCE MATERIAL

In addition to the many student resources listed in this guide, there is much material that is not specifically designed for student use, but that teachers can draw upon to inform their practice and promote discussion with respect to First Nations education. Of particular note at time of publication are the following:

- ▶ our FNESC website, [www.fnesc.ca](http://www.fnesc.ca)
- ▶ the *First Peoples Principles of Learning* chart (available at <https://firstpeoplesprinciplesoflearning.wordpress.com/> )
- ▶ the *Truth and Reconciliation: Calls to Action* on Education poster (a poster highlighting some of the 94 recommendations and calls to action of Canada's Truth and Reconciliation Commission, available from Native Northwest – see page 172 of their catalogue at <http://nativenorthwest.uberflip.com/i/627024-2016-catalog-onlinefinal> )



# 2 RESOURCE ANNOTATIONS

**The Adventures of Txamsm Series****BC****AUTHOR, EDITOR, OR COMPILER**

J. Bradley, retold in Sm'algayax by Mildred Wilson, *Tsimshian*  
 Henry Tate, retold in Sm'algayax by Verna Helin, *Tsimshian / Sm'algayax*  
 Henry Tate, retold in Sm'algayax by Pauline Dudoward, *Tsimshian*  
 Henry Tate, retold in Sm'algayax by Biatrice Robinson, *Tsimshian*

**ILLUSTRATOR**

Bill Helin, *Ts'msyen*, Joanne Thomson, *Tsimshian*, Vernon Brown, *Tsimshian*

**PUBLISHER**

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

**READING LEVEL** 3 – 5**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

traditional knowledge, trickster, ways of learning

**PUB DATE** 1996**PAGES** 16**DESCRIPTION**

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

**TITLES IN THIS SERIES**

*Txamsm Brings Light to the World* – Wilt Dagoydiksdit Txamsm Goy'pa Da Ha'lidzoox (In this famous narrative, Txamsm is in his transformer mode. He changes form at will and helps bring order to the world by bringing light to the people of the world. The short episode at the end, in which we learn how the labret originated, shows how this narrative is part of a much longer cycle of stories.)

*Txamsm and Chief Kingfisher* – Txamsm Dit Sm'ooygit Ts'iyoolk (This story teaches a lesson about greed and truth. Txamsm tries very hard to be a good host, but he bungles it. Chief Kingfisher treats him to a wonderful feast using magic, but when Txamsm attempts to copy him, he fails.)

*Txamsm and the Children* – Txamsm Dit Kaba'guu'k (In this story, Txamsm shows his greedy nature, and it gets him into trouble. He wants an easy way to get some food, but he fails again.)

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

**FEATURES**

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

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**After School**

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**BC****AUTHOR, EDITOR, OR COMPILER**Noreen Pankewich, *Stó:lō***ILLUSTRATOR**Noreen Pankewich, *Stó:lō***PUBLISHER**

School District No. 73 (Kamloops/Thompson)

**READING LEVEL** K – 5**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

school, friendship, fun

**PUB DATE** 2006**PAGES** 19**DESCRIPTION**

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

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**An Aboriginal Alphabet**

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**BC****AUTHOR, EDITOR, OR COMPILER**Pam Holloway, *Kwakwaka'wakw***ILLUSTRATOR**Pam Holloway, *Kwakwaka'wakw***PUBLISHER**

Cedar Moon Creations

**READING LEVEL** K – 1**CURRICULUM AREAS**

- ▶ English Language Art

**THEMES & TOPICS**

letters of the alphabet; people, places, and events in First Nations communities

**PUB DATE** 2013**PAGES** 7**DESCRIPTION**

This little soft-cover, saddle-stitched book uses captioned photographs to highlight each letter of the alphabet in turn.

**Animal World****BC****AUTHOR, EDITOR, OR COMPILER**Ben Houstie, *Bella Bella***ILLUSTRATOR**Ben Houstie, *Bella Bella***PUBLISHER**

Native Northwest

**READING LEVEL** K – 1**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

animals of the BC coast

**PUB DATE** 2013**PAGES** 14**DESCRIPTION**

Each page spread in this attractive little board book introduces two or three characteristic creatures found on BC's central coast.

**FEATURES**

- ▶ A personal statement from the artist is provided on the back cover to explain his intent and provide a rationale for the contents.

**B Is for Basketball: An Alphabet Book****BC****AUTHOR, EDITOR, OR COMPILER**

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

**ILLUSTRATOR**

Judy Hilgemann

**ADDITIONAL CONTRIBUTOR**Foreword by Robert Davidson, *Haida***PUBLISHER**

McKellar &amp; Martin

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Physical Education

**THEMES & TOPICS**

sports, community, collaboration &amp; co-operation, respect

**PUB DATE** 2010**PAGES** 32**DESCRIPTION**

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

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

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## The Bannock Book

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**AUTHOR, EDITOR, OR COMPILER**

Linda Ducharme, with support from Métis community members

**ILLUSTRATOR**

Linda Ducharme, with support from Métis community members

**PUBLISHER**

Pemmican Publications

**READING LEVEL** K – 3

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies
- ▶ Health (diet and nutrition)

**THEMES & TOPICS**

family, healthy choices

**PUB DATE** 2015

**PAGES** 32

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**DESCRIPTION**

A young Métis girl helps her mother bake bannock for grandfather, who has diabetes. This is a lively and warm-hearted story that helps young readers understand diabetes and the importance of eating well.

**FEATURES**

- ▶ two bannock recipes are included, one traditional and one healthy

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## Beaver Steals Fire

**BC**

**AUTHOR, EDITOR, OR COMPILER**

Confederated Salish and Kootenai Tribes, *Salish*

**ILLUSTRATOR**

Sam Sandoval, *Salish*

**ADDITIONAL CONTRIBUTOR**

story told by Johnny Arlee, *Salish*

**PUBLISHER**

University of Nebraska Press

**READING LEVEL** 2 – 3

**CURRICULUM AREAS**

- ▶ Health Education
- ▶ Science
- ▶ Social Studies

**THEMES & TOPICS**

traditional knowledge, relationships, collaboration & co-operation

**PUB DATE** 2008

**PAGES** 64

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**DESCRIPTION**

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

**FEATURES**

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

**Beneath Raven Moon****BC****AUTHOR, EDITOR, OR COMPILER**David Bouchard, *Métis***ILLUSTRATOR**Andy Everson (*Kwakwaka'wakw*)**PUBLISHER**

More Than Words

**READING LEVEL** 5 - 9**CURRICULUM AREAS**

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

**THEMES & TOPICS**

trickster, creation, traditional celestial knowledge,

**PUB DATE** 2012**PAGES** 33**DESCRIPTION**

Author Bouchard has imagined a story of the moon's first creation, rendered in the style of a traditional creation story.

**FEATURES**

- ▶ the story is rendered in both English and Kwak'wala, the Kwakwaka'wakw language
- ▶ includes a CD produced by Mary Youngblood (Seminole), featuring flute and other music

**Big and Small: with Northwest Coast Native Art****BC****AUTHOR, EDITOR, OR COMPILER**

Native Northwest

**ILLUSTRATOR**various (*Haida, Bella Bella, Heiltsuk, Coast Salish, Namgis*)**PUBLISHER**

Native Northwest

**READING LEVEL** K**CURRICULUM AREAS**

- ▶ Arts Education (Visual Arts)
- ▶ English Language Arts
- ▶ Mathematics

**THEMES & TOPICS**

sizes (big and small), animal names, coastal First Nations art forms

**PUB DATE** 2014**PAGES** 14**DESCRIPTION**

Each page of this attractive little board book uses a single word to introduce a particular coastal animal. It affirms the value of all animals, regardless of size

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## A Blanket of Butterflies

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**AUTHOR, EDITOR, OR COMPILER**Richard Van Camp, Dene (*Dogrib/Tlicho Nation*)**ILLUSTRATOR**

Scott B. Henderson

**PUBLISHER**Highwater Press  
(Portage and Main Press) (The Debwe Series)**READING LEVEL** 4 – 7**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

identity, family, hereditary gifts, WWII, Dene laws, power of the spirit world

**PUB DATE** 2015**PAGES** 46**DESCRIPTION**

Based on a true story, *A Blanket of Butterflies* is a graphic novel about the importance of cultural ties and the repatriation of significant cultural objects.

When Shinobu, a mysterious Japanese man, arrives in Fort Smith NWT to retrieve traditional objects of significance to his family, he encounters hostility and violence. As Shinobu pursues his perilous quest with the help of a local Dene boy, Sonny, and his family, remarkable events unfold and unexpected relationships emerge.

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## Byron through the Seasons

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**AUTHOR, EDITOR, OR COMPILER**

Dene Children of La Loche and Friends

**ILLUSTRATOR**

students of Ducharme Elementary, Dene

**PUBLISHER**

University of Nebraska Press

**READING LEVEL** 2 – 3**CURRICULUM AREAS**▶ English Language Arts  
▶ Science  
▶ Social Studies**THEMES & TOPICS**

seasonal cycle, seasonal activities

**PUB DATE** 1990**PAGES** 44**DESCRIPTION**

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

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

**FEATURES**

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

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**The Canoe He Called Loo Taas**

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**BC****AUTHOR, EDITOR, OR COMPILER**Amanda Reid-Stevens, *Haida***ILLUSTRATOR**Michael Nicoll Yahgulanaas, *Haida***PUBLISHER**

Benjamin Brown Books

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Science

**THEMES & TOPICS**

traditional technologies (canoes)

**PUB DATE** 2010**PAGES** 32

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**DESCRIPTION**

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

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## Caring for Me Series

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**AUTHOR, EDITOR, OR COMPILER**

Karen W. Olson, Cree Anishinaabe (*Peguis First Nation*), Denise Lecoy, *Penticton Island Band*, and Leanne Flett Kruger, Cree, *Métis*

**ILLUSTRATOR**

Marie-Micheline Hamelin, *Inuit/Montagnais* and Leonard George, *Thompson First Nation, Lytton*

**PUBLISHER**

Theytus Books

**READING LEVEL** 2 – 3

**CURRICULUM AREAS**

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

**THEMES & TOPICS**

well-being, nutrition, exercise, hydration, rest, sleep, personal hygiene, oral health, healthy choices, accident & injury prevention, passenger safety, self-reliance, vitality, expression of feelings, appropriate touch, sustainability, recycling, composting, gardening

**PUB DATE** 2009 rev

**PAGES** 20

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**DESCRIPTION**

This series consists of six health-oriented books for beginning readers. Key health considerations are identified (nutrition, exercise, rest/sleep) and their importance is explained. Titles in the series are:

***Eat, Run, and Live Healthy*** A school or public health nurse visits a class and she and the teacher discuss with students the importance of nutrition, exercise, and rest/sleep. Also, diabetes — an issue of growing concern in many northern and First Nations communities — is mentioned.

***Eyes, Ears, Nose, and Mouth*** When a young boy accidentally pushes a bead up into his nose, his mother takes him to see a doctor. The doctor takes the opportunity to conduct a check-up, and she and the boy discuss appropriate self-care practices to ensure continued good health of eyes, ears, nose, and mouth.

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

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

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

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

**Catching Spring****BC****AUTHOR, EDITOR, OR COMPILER**Sylvia Olsen, *Tsartlip***ILLUSTRATOR****PUBLISHER**

Orca Book Publishers

**READING LEVEL** 4 – 5**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

family and community roles, traditional knowledge

**PUB DATE** 2004**PAGES** 123**DESCRIPTION**

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

**FEATURES**

- ▶ high interest, low vocabulary

**CAUTIONS**

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

**Cedar Readers Series****BC****AUTHOR, EDITOR, OR COMPILER**Pam Holloway, *Kwakwaka'wakw***ILLUSTRATOR**Pam Holloway, *Kwakwaka'wakw***PUBLISHER**

Cedar Moon Creations

**READING LEVEL** pre-K – 1**CURRICULUM AREAS**

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

**THEMES & TOPICS**

relationship to the natural world, traditional knowledge, counting

**PUB DATE** see below**PAGES** 8 (each)**DESCRIPTION**

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

- ▶ *At the Beach* (2006)
- ▶ *Berries* (2006)
- ▶ *Cedar* (2006)
- ▶ *The Echo Mask* (2006)
- ▶ *Little Cedar, Big Cedar* (2006)
- ▶ *Northwest Coast Colours* (2013)
- ▶ *Salmon* (2006)
- ▶ *Ten Cocks* (2006)

Titles can be purchased individually or as a set

**Cedar Readers A to Z Series****BC****AUTHOR, EDITOR, OR COMPILER**Pam Holloway, *Kwakwaka'wakw***ILLUSTRATOR**Pam Holloway, *Kwakwaka'wakw***PUBLISHER**

Cedar Moon Creations

**READING LEVEL** pre-K – 2**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

English alphabet letters and sounds used at the beginnings of words, culturally valued activities and items

**PUB DATE** 2013**PAGES** 8 (each)**DESCRIPTION**

There are 26 early reader books in this series, one for each letter of the alphabet. The following are titles in this series. Titles can be purchased individually or as a set

A is for Abalone Shell

B is for Buttons

C is for Carve

D is for Dance

E is for Eagle

F is for Fish

G is for Game

H is for Harvest

I is for Insects

J is for Jewelry

K is for Killerwhale

L is for Legend

M is for Mask

N is for Native Design

O is for Ovoid

P is for Plant

Q is for Quilt

R is for Regalia

S is for Shells

T is for Totem

U is for Undergrowth

V is for Vase

W is for Wings

X in Six

Y is for Yummy

Z is for Zipper

**Ch'askin: A Legend of the Sechelt People****BC****AUTHOR, EDITOR, OR COMPILER**Donna Joe, *Sechelt***ILLUSTRATOR**Jamie Jeffries, *Sechelt***PUBLISHER**

Harbour Publishing

**READING LEVEL** 3 – 4**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

traditional knowledge, storytelling, Thunderbird

**PUB DATE** 2003**PAGES** 20**DESCRIPTION**

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

**Chiwid****BC****AUTHOR, EDITOR, OR COMPILER**Sage Birchwater, *Tsilhqot'in***ILLUSTRATOR****PUBLISHER**

New Star Books

**READING LEVEL** 7+**CURRICULUM AREAS**

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

**THEMES & TOPICS**

seasonal cycles, relationships, spirituality, co-operation, rights and responsibilities

**PUB DATE** 1995**PAGES** 128**DESCRIPTION**

Chiwid was a Tsilhqot'in woman who spent most of her adult life "living out" in the hills and forests around Williams Lake, BC. Chiwid is the story of this remarkable woman told in the vibrant voices of Chilcotin old-timers, both First Nations and non-First Nations. The range of interview sources present a variety of perspectives on Chiwid and her life, providing opportunities for students to compare diverse viewpoints.

**CAUTIONS**

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

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## Christmas at Wapos Bay

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**AUTHOR, EDITOR, OR COMPILER**Jordan Wheeler and Dennis Jackson, *Cree***ILLUSTRATOR****PUBLISHER**

Coteau Books for Kids

**READING LEVEL** 7+**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

family, traditional knowledge

**PUB DATE** 2006**PAGES** 134**DESCRIPTION**

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

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

**FEATURES**

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

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## Chuck in the City

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**AUTHOR, EDITOR, OR COMPILER**Jordan Wheeler, *Cree***ILLUSTRATOR**Christopher Auchter, *Haida***PUBLISHER**

Theytus Books

**READING LEVEL** 3 – 5**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

adventure, safety

**PUB DATE** 2009**PAGES** 32**DESCRIPTION**

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

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

**CAUTIONS**

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

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**Counting to 100 in the Bighouse**
**BC****AUTHOR, EDITOR, OR COMPILER**Pam Holloway, *Kwakwaka'wakw***ILLUSTRATOR****PUBLISHER**

Cedar Moon Creations

**READING LEVEL** K – 2**CURRICULUM AREAS**

▶ Mathematic

**THEMES & TOPICS**

basic numeracy

**PUB DATE** 2015**PAGES** 24**DESCRIPTION**

This resource uses images of objects familiar to coastal First Nations as a means of teaching quantity concepts (numbers 1-20, then 30, 40, 50, etc. to 100).

**FEATURES**

▶ includes three pages of counting challenges (prompts) at the back

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**The Class Hike**
**BC****AUTHOR, EDITOR, OR COMPILER**Noreen Pankewich, *Stó:lō***ILLUSTRATOR**Noreen Pankewich, *Stó:lō***PUBLISHER**

School District No. 73 (Kamloops/Thompson)

**READING LEVEL** K – 1**CURRICULUM AREAS**

▶ English Language Arts  
▶ Science

**THEMES & TOPICS**

relationship to the natural world, traditional knowledge, respect

**PUB DATE** 2006**PAGES** 22**DESCRIPTION**

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

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**Cloudwalker**

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**BC****AUTHOR, EDITOR, OR COMPILER**Roy Henry Vickers (& Robert Budd), *Ts'msyen, Haida, Heiltsuk***ILLUSTRATOR**Roy Henry Vickers, *Ts'msyen, Haida, Heiltsuk***PUBLISHER**

Harbour Publishing

**READING LEVEL** 3-7**CURRICULUM AREAS**

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

**THEMES & TOPICS**

weather, river ecology, the water cycle, identity, choices, community

**PUB DATE** 2014**PAGES** 40**DESCRIPTION**

This beautifully illustrated version of a traditional Gitxsan story can be read aloud and discussed with young children at the prereader or emergent reader stages.

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**Colour and Draw: Northwest Coast Native Formline**

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**BC****AUTHOR, EDITOR, OR COMPILER**

various coastal First Nations artists

**ILLUSTRATOR**

various coastal First Nations artists

**PUBLISHER**

Native Northwest

**READING LEVEL** 4 – 9**CURRICULUM AREAS**

- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

elements and principles of visual composition

**PUB DATE** 2015**PAGES** 32**DESCRIPTION**

This “consumable workbook” begins with the basic elements used to create coastal First Nations formline art. Subsequent pages provide line art samples of many complex images that contributing artists have created using the basic elements. Blank facing pages provide room for learners to attempt their own copies or adaptations of suggested images. Younger students may need additional supplied paper along with assistance and direction to work on single pages (i.e., one at a time). Older students may be able to work more independently.

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**Colouring Journal: Northwest Coast First Nations and Native Art**

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**BC****AUTHOR, EDITOR, OR COMPILER**Melaney Gleeson-Lyall, *Musqueam, Coast Salish***ILLUSTRATOR**

various coastal First Nations artists

**PUBLISHER**

Native Northwest

**READING LEVEL** 4 – 9**CURRICULUM AREAS**

- ▶ Curriculum Areas:
- ▶ English Language Arts
- ▶ Health Education
- ▶ Mathematics (pattern & symmetry)
- ▶ Science
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

family, identity, goal setting, conflict, patience, personal growth

**PUB DATE** 2016**PAGES** 32

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**DESCRIPTION**

This “consumable workbook” contains prompts for journal entries and inspirational observations, accompanied by line illustrations that can be elaborated or simply coloured. With younger students, individual pages can be the focus of teacher-supported work. Older students can use it more independently.

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**Counting on Hope**
**BC****AUTHOR, EDITOR, OR COMPILER**Sylvia Olsen, *Tsartlip***ILLUSTRATOR****PUBLISHER**

Sono Nis Press

**READING LEVEL** 6 – 7+**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

tradition and modernity, time and place, ownership

**PUB DATE** 2009**PAGES** 304**DESCRIPTION**

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

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

**FEATURES**

- ▶ a Teachers' Guide for the novel is available online at [sononis.com/tg147.pdf](http://sononis.com/tg147.pdf)

**CAUTIONS**

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

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## A Coyote Solstice Tale

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**AUTHOR, EDITOR, OR COMPILER**Thomas King, *Cherokee***ILLUSTRATOR**

Gary Clement

**PUBLISHER**

Groundwood Books

**READING LEVEL** 4 – 6**CURRICULUM AREAS**

▶ English Language Arts)

**THEMES & TOPICS**

Christmas, consumerism, sharing, family, environment, trickster, Solstice

**PUB DATE** 2009**PAGES** 64**DESCRIPTION**

Trickster Coyote is having his friends over for a festive solstice get-together in the woods when a little girl comes by unexpectedly. She leads the party-goers through the snowy woods to a shopping mall – a place they have never seen before. Coyote gleefully shops with abandon, only to discover that filling your shopping cart with goodies, and the experience of the bright lights of the mall is not as fulfilling as he thought it might be.

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## Dancing in My Bones

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**AUTHOR, EDITOR, OR COMPILER**Wilfred Burton & Anne Patton, *Métis***ILLUSTRATOR**Sherry Farrell Racette, *Timiskaming First Nation***PUBLISHER**

Gabriel Dumont Institute

**READING LEVEL** 4 – 6**CURRICULUM AREAS**▶ English Language Arts  
▶ Social Studies**THEMES & TOPICS**

performance, relationships, beliefs, ceremony

**PUB DATE** 2008**PAGES** 36**DESCRIPTION**

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

**FEATURES**

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

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## Dancing with the Cranes

BC

**AUTHOR, EDITOR, OR COMPILER**Jeannette Armstrong, *Okanagan First Nation***ILLUSTRATOR**Ron Hall, *Okanagan & Thompson First Nations***PUBLISHER**

Theytus Books

**READING LEVEL** 2 – 5**CURRICULUM AREAS**

- ▶ Reading Level:
- ▶ Curriculum Areas:
- ▶ English Language Arts
- ▶ Science

**THEMES & TOPICS**

birth, life, death; change; birds/migration; cultural teachings; family; cycles of nature

**PUB DATE** 2009**PAGES** 24**DESCRIPTION**

A young girl is struggling with the arrival of a new baby in her family and the loss of her grandmother. Her father works away from home. Her mother helps her to understand life/death through the teachings of nature

**FEATURES**

- ▶ portrays positive personal and cultural identity
- ▶ addresses issues of self-awareness and personal and social responsibility

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## Darkness Calls

**AUTHOR, EDITOR, OR COMPILER**Steven Keewatin Sanderson, *Cree***ILLUSTRATOR**Steven Keewatin Sanderson, *Cree***PUBLISHER**

Aboriginal Health Network

**READING LEVEL** 5 – 7+**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education (emotional health)

**THEMES & TOPICS**

well-being, self-reliance, bullying, suicide, depression, mental health

**PUB DATE** 2010**PAGES** 48**DESCRIPTION**

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

**FEATURES**

- ▶ graphic novel format is appealing for many reluctant readers

**CAUTIONS**

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

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## Deadly Loyalties

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**AUTHOR, EDITOR, OR COMPILER**Jennifer Storm, *Ojibway (Couchiching First Nation)***ILLUSTRATOR****PUBLISHER**

Theytus Books

**READING LEVEL** 9+**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

teen pressures, gang violence, life on the street, choices, belonging

**PUB DATE** 2007**PAGES** 129**DESCRIPTION**

Set in Winnipeg, *Deadly Loyalties* is a story of gang life and violence. Blaise, a young First Nations girl, is the only witness when her best friend is murdered by the Reds, a local gang. For protection, she turns to a rival gang called the West Bloods and her life changes forever. She must quickly learn to navigate the violent and often volatile world of street gangs to survive or meet the same fate as her friend.

**CAUTIONS**

- ▶ Violence - Blaise, the main character, survives an attempted rape. In addition to a murder, other gang violence is described
- ▶ Language - there is considerable swearing
- ▶ Ethical/Legal - use of drugs and alcohol are part of the partying scene portrayed in the novel

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## Dipnetting with Dad

**BC****AUTHOR, EDITOR, OR COMPILER**Willie Sellars, *Secwepemc***ILLUSTRATOR**

Kevin Easthope

**PUBLISHER**

Caitlin Press

**READING LEVEL** 1 – 3**CURRICULUM AREAS**

- ▶ Science
- ▶ Social Studies
- ▶ Health

**THEMES & TOPICS**

family values &amp; community living, multi-generational teaching, coming of age, fishing processes, food preparation

**PUB DATE** 2014**PAGES** 46**DESCRIPTION**

This engaging autobiographical story portrays the continuity of First Nations (Secwepemc) cultural traditions in a contemporary setting.

**FEATURES**

- ▶ expresses positive personal and cultural identity
- ▶ includes a glossary that can be used to teach young readers about looking up new words
- ▶ a white background where type overlays full-page cartoon-style visuals helps make the text easy to read
- ▶ Lillooet-style cutting technique and “secret ingredients” used by grandmother (but unfamiliar to the neighbours) alludes to intermixing of cultural traditions among varying First Nations

## Discover the Animals: First Nations and Native Art Colouring and Learning Book

BC

**AUTHOR, EDITOR, OR COMPILER**

11 different First Nations artists

**ILLUSTRATOR**

Native Northwest, various

**PUBLISHER**

Native Northwest

**READING LEVEL** pre-K – 1**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

animals, symbolism and significance of imagery in varied First Nations cultures

**PUB DATE** 2010**PAGES** 24**DESCRIPTION**

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

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

## Dream Catcher

**AUTHOR, EDITOR, OR COMPILER**Stella Calahasen, *Woodland Cree First Nation***ILLUSTRATOR****PUBLISHER**

Theytus Books

**READING LEVEL** 5 – 7**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

continuity, art, relationship with spirit world

**PUB DATE** 2009**PAGES** 92**DESCRIPTION**

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

**FEATURES**

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

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**Dreaming in Indian**

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**BC****AUTHOR, EDITOR, OR COMPILER**

Lisa Charleyboy, *Tsilhqot'in*, and Mary Beth Leatherdale (eds.) with multiple Indigenous contributors

**ILLUSTRATOR****PUBLISHER**

Annick Press

**READING LEVEL** 8 – 9**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

youth perspectives, identity, popular culture

**PUB DATE** 2014**PAGES** 128

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**DESCRIPTION**

This anthology of artwork, writing, photographs shatters commonly held stereotypes and challenges readers to rethink their own place in the world. Emerging and established Indigenous artists, including acclaimed author Joseph Boyden, renowned visual artist Bunky Echo Hawk, and stand-up comedian Ryan McMahon, contribute thoughtful and heartfelt pieces on their experiences growing up Indigenous, expressing them through such mediums as art, food, the written word, sport, dance, and fashion.

**Eaglecrest Books – Set A****BC****AUTHOR, EDITOR, OR COMPILER**Lorraine Adams, *Haida***ILLUSTRATOR**Lorraine Adams, *Haida***PUBLISHER**

Eaglecrest Books

**READING LEVEL** 2 – 4**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

family and community roles

**PUB DATE** 2009**PAGES****DESCRIPTION**

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

The following are titles in this series:

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

**Eaglecrest Books – Set B****BC****AUTHOR, EDITOR, OR COMPILER**Lorraine Adams, *Haida***ILLUSTRATOR**Lorraine Adams, *Haida***PUBLISHER**

Eaglecrest Books

**READING LEVEL** 2 – 4**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

family and community roles

**PUB DATE** 2009**PAGES****DESCRIPTION**

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

The following are titles in this series:

- ▶ *My Grandma*
- ▶ *Picking Flowers*
- ▶ *Going Outside*
- ▶ *School is Fun*
- ▶ *My Grandpa*
- ▶ *In the Forest*
- ▶ *The Raven*
- ▶ *Big and Little*
- ▶ *My Buddy*
- ▶ *My Family*
- ▶ *Louie's Hat*
- ▶ *The Hungry Pony*
- ▶ *The Water Toys*
- ▶ *Holly's Surprise*
- ▶ *The Eagle*
- ▶ *The Frog*
- ▶ *The Hawk Drum*
- ▶ *Daffodils for You*
- ▶ *The Raven Necklace*
- ▶ *Where is Fluffy*
- ▶ *The Fishing Trip*
- ▶ *The Picnic*
- ▶ *New Slippers*
- ▶ *Alysha's Flat Tire*
- ▶ *The Lost Necklace*
- ▶ *Helping with Baby*
- ▶ *Helping Grandma*
- ▶ *Bonkers is Hungry*
- ▶ *Going to the Store*
- ▶ *Fluffy's Accident*
- ▶ *Hungry Red Fox*
- ▶ *The Tree Fort*
- ▶ *Picking Blackberries*
- ▶ *The Best Bread*
- ▶ *Fun on the Sled*
- ▶ *Crabs for Dinner*
- ▶ *Anthony's New Glasses*
- ▶ *Tree Fort Adventure*
- ▶ *Hot Moose Stew*
- ▶ *The Dream Catcher*
- ▶ *Lost and Found*
- ▶ *Best Friends*
- ▶ *Going Camping*
- ▶ *At the Park*
- ▶ *Spear Fishing with Dad*
- ▶ *Dean's Fish*
- ▶ *The Sleepover Party*
- ▶ *The Powwow*
- ▶ *A Bunny to Love*
- ▶ *The Dog Sled Ride*

**The Elders are Watching**

BC

**AUTHOR, EDITOR, OR COMPILER**David Bouchard, *Métis***ILLUSTRATOR**Roy Henry Vickers, *Ts'msyen, Haida, Heiltsuk***PUBLISHER**

Raincoast Books

**READING LEVEL** 5 – 9**CURRICULUM AREAS**

- ▶ Science (Environmental Studies)
- ▶ English Language Arts
- ▶ Social Studies
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

stewardship, sustainability, environment, sustainability, community, culture, the value of Indigenous knowledge

**PUB DATE** 2003**PAGES** 56**DESCRIPTION**

Through a combination of moving poetry and beautiful artwork, this book pleads the cause of respect for the natural environment. It describes how deforestation, mining, over-hunting, over-fishing, the elimination of animal habitats, and unbridled greed have worked together to destroy the Earth, as departed Elders look on in despair and anger. Highlighting the importance of Elders in transferring knowledge and making a difference, even after their lives have ended, the book offers a note of quiet hopefulness that we can create significant change

**Explore the Animals: Northwest Coast First Nations and Native Art Colouring and Learning Book**

BC

**AUTHOR, EDITOR, OR COMPILER**

13 different First Nations artists

**ILLUSTRATOR**

Native Northwest, various

**PUBLISHER**

Native Northwest

**READING LEVEL** pre-K – 1**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

animals

**PUB DATE** 2010**PAGES** 24**DESCRIPTION**

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

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

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## Exploring Quatsino

BC

**AUTHOR, EDITOR, OR COMPILER**Marion Wright and Sara Child, *Kwakwaka'wakw***ILLUSTRATOR****PUBLISHER**

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

**READING LEVEL** 3 – 4**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

traditional knowledge, tradition, family and community roles

**PUB DATE** 2001**PAGES** 24**DESCRIPTION**

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

**FEATURES**

- ▶ includes a Kwak'wala glossary

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## Exploring Ts'axis

BC

**AUTHOR, EDITOR, OR COMPILER**Marion Wright and Sara Child, *Kwakwaka'wakw***ILLUSTRATOR****PUBLISHER**

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

**READING LEVEL** 3 – 4**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

traditional knowledge, tradition, family and community roles

**PUB DATE** 2001**PAGES** 24**DESCRIPTION**

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

**FEATURES**

- ▶ includes a Kwak'wala glossary

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## Exploring Tsulquate

BC

**AUTHOR, EDITOR, OR COMPILER**Marion Wright and Sara Child, *Kwakwaka'wakw***ILLUSTRATOR****PUBLISHER**

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

**READING LEVEL** 3 – 4**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

traditional knowledge, tradition, family and community roles

**PUB DATE** 2001**PAGES** 24**DESCRIPTION**

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

**FEATURES**

- ▶ includes a Kwak'wala glossary

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## Fatty Legs

**AUTHOR, EDITOR, OR COMPILER**Christy Jordan-Fenton and Margaret Pokiak-Fenton, *Inuit***ILLUSTRATOR**

Liz Amini-Holmes

**PUBLISHER**

Annick Press

**READING LEVEL** 8 – 9**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

residential schooling, family, change, relationships

**PUB DATE** 2010**PAGES** 112**DESCRIPTION**

This memoir deals with eight-year-old Margaret Pokiak's residential school experience. At school Margaret is tormented by one of the nuns, who takes a dislike to the strong-willed young girl. Intending to humiliate her, the bullying nun gives gray stockings to all the girls except Margaret, who gets red ones, thus becoming the laughingstock of the entire school. Margaret refuses to be intimidated and bravely gets rid of the stockings. Although a sympathetic nun stands up for Margaret, in the end it is this brave young girl who gives the bully a lesson in the power of human dignity.

**FEATURES**

- ▶ complemented by archival photos from Margaret Pokiak-Fenton's collection and informative footnotes

**CAUTIONS**

- ▶ Language: residential school students are on occasion referred to in derogatory terms (lazy, stupid) by some school staff
- ▶ Violence: physical neglect and abuse of the students are implied in some of the incidents narrated; in one instance a browbeaten child has an accident and wets herself

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## Fiddle Dancer

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**AUTHOR, EDITOR, OR COMPILER**Wilfred Burton & Anne Patton, *Métis***ILLUSTRATOR**Sherry Farrell Racette, *Timiskaming First Nation***PUBLISHER**

Gabriel Dumont Institute

**READING LEVEL** 4 – 6**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Arts Education (Dance)

**THEMES & TOPICS**

tradition, relationships, grief and loss, performance

**PUB DATE** 2007**PAGES** 46**DESCRIPTION**

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

**FEATURES**

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

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## A First Nations Alphabet: ABC Book

BC

**AUTHOR, EDITOR, OR COMPILER**Noreen Pankewich, *Stó:lō***ILLUSTRATOR**Noreen Pankewich, *Stó:lō***PUBLISHER**

School District No. 73 (Kamloops/Thompson)

**READING LEVEL** pre-K – 1**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

literacy, traditions

**PUB DATE** 2006**PAGES** 50**DESCRIPTION**

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

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## A First Nations Alphabet to Read and Draw

BC

**AUTHOR, EDITOR, OR COMPILER**Noreen Pankewich, *Stó:lō***ILLUSTRATOR**Noreen Pankewich, *Stó:lō***PUBLISHER**

School District No. 73 (Kamloops/Thompson)

**READING LEVEL** 1 – 2**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

Illiteracy, traditions, art

**PUB DATE** 2006**PAGES** 55**DESCRIPTION**

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

**FEATURES**

a great resource for practising reading and writing at the same time

- ▶ includes challenge words at back of book

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## From Lishamie

**AUTHOR, EDITOR, OR COMPILER**Albert Canadien, *Dene (Deh Gah Got'ie First Nation)***ILLUSTRATOR**Albert Canadien, *Dene (Deh Gah Got'ie First Nation)***PUBLISHER**

Theytus

**READING LEVEL** 8 – 9**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

traditional Dene teaching and learning, residential school experience in NWT, change & the impacts of new settlement on Indigenous societies

**PUB DATE** 2012**PAGES** 272**DESCRIPTION**

This memoir about growing up in a subarctic Dene community is emotional and poetic, dealing with both village life and the ensuing residential school experience.

**CAUTIONS**

- ▶ Language - recounts negative and disparaging comments made by nuns and priests in a residential school about the Slavey language and Dene values and beliefs
- ▶ Violence - portrays physical and mental abuse of children (hitting, kicking, humiliation) by residential school staff
- ▶ Belief Systems - outlines opposing viewpoints on religion and spirituality

**From the Mountains to the Sea Series****BC****AUTHOR, EDITOR, OR COMPILER**

Terri Mack (*Da'naxda'xw Awaetlala Nation*)  
Brenda Boreham

**ILLUSTRATOR**

Bill Helin *Ts'msyen (Lax Kw'alaams)*

**PUBLISHER**

Strong Nations Publishing

**READING LEVEL** K – 2**CURRICULUM AREAS**

- ▶ Social Studies
- ▶ Science

**THEMES & TOPICS**

river systems, life cycle of salmon,  
Kwakwaka'wakw ways of life, fishing, culture,  
values, stewardship, seasonal rounds

**PUB DATE** 2015**PAGES** 16 each**DESCRIPTION**

The large-format book series *From the Mountains to the Sea* contains a mix of photos and illustrations. Each book targets a specific reading/grade level. Titles in the series include:

*From the Mountains to the Sea: We Live Here*  
*From the Mountains to the Sea: We Share the Seasons*  
*From the Mountains to the Sea: We are a Community*

**FEATURES**

- ▶ contains an introduction for adults that describes the series and that provides background information about each page, allowing a teacher to acquire deeper knowledge of subjects discussed and thus be able to provide better explanations for students

**The Gathering Tree****AUTHOR, EDITOR, OR COMPILER**

Larry Loyie, Cree with Constance Brissenden

**ILLUSTRATOR**

Heather D. Holmlund

**PUBLISHER**

Theytus Books

**READING LEVEL** 3 – 7**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies
- ▶ Health

**THEMES & TOPICS**

health awareness, traditions and healing,  
self-care, acceptance and inclusion

**PUB DATE** 2005, 2012**PAGES** 44**DESCRIPTION**

This is a children's book about HIV with a First Nations storyline

**FEATURES**

- ▶ includes Q&A information about AIDS, separate from the story, at the back (prepared by Melanie Rivers, Squamish Nation educator and reviewed by qualified sexual health educators)

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## The Gift is in the Making: Anishinaabeg Stories

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**AUTHOR, EDITOR, OR COMPILER**

Leanne Simpson, *Michi Saagig Nishnaabeg – Alderville First Nation*

**ILLUSTRATOR**

Amanda Strong, *Métis*

**PUBLISHER**

Highwater Press  
(Portage and Main Press)

**READING LEVEL** 5 – 9

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

gift giving, tradition, well-being, food, wisdom & “right behaviour”

**PUB DATE** 2013

**PAGES** 24

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**DESCRIPTION**

The 21 stories in this compilation embody Anishinaabeg values and teachings.

**FEATURES**

- ▶ some stories include earthy humour, but all reflect values of gentleness and inclusion
- ▶ stories include many Anishinaabe words, the meanings of which are explained or easily inferable from context
- ▶ a list of Further Reading titles enables interested readers to pursue related interests

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## Giving Thanks: A Native American Good Morning Message

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**AUTHOR, EDITOR, OR COMPILER**

Chief Jake Swamp, *Akwesasne Mohawk*

**ILLUSTRATOR**

Erwin Printup, Jr., *Cayuga/Tuscarora*

**PUBLISHER**

Lee & Low Books

**READING LEVEL** 2 – 3

**CURRICULUM AREAS**

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

**THEMES & TOPICS**

time and place, tradition, well-being, food, wisdom

**PUB DATE** 2003

revised

**PAGES** 24

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**DESCRIPTION**

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

**FEATURES**

- ▶ a corresponding Teacher Guide is available online at [www.leeandlow.com/p/thanks\\_tg.mhtml](http://www.leeandlow.com/p/thanks_tg.mhtml)

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## The Giving Tree: A Retelling of a Traditional Métis Story

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**AUTHOR, EDITOR, OR COMPILER**

Leah Marie Dorion, *Métis*

**ILLUSTRATOR**

Leah Marie Dorion, *Métis*

**TRANSLATOR**

Norman Fleury, *Métis* (Michif translation)

**PUBLISHER**

Gabriel Dumont Institute

**READING LEVEL** 1 – 3

**CURRICULUM AREAS**

- ▶ Social Studies
- ▶ Michif language studies
- ▶ Health Education
- ▶ Science

**THEMES & TOPICS**

giving, kindness, reciprocity, nature, Métis traditions, values, folklore, and ways of life

**PUB DATE** 2009

**PAGES** 42

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**DESCRIPTION**

This charming story, richly steeped in Métis culture, focuses on the boyhood reminisces of Moushoom as he describes finding the “great giving tree” with his mother and father. This vibrantly illustrated children’s book is a beautiful retelling of a traditional Métis story.

**FEATURES**

- ▶ the book is written in both English and Michif (the Métis language), and includes an audio CD that allows users to hear the story in both languages
- ▶ includes a “Métis Values Wheel” and written descriptions of Métis values

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## Goodbye Buffalo Bay

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**AUTHOR, EDITOR, OR COMPILER**Larry Loyie, *Cree***ILLUSTRATOR****PUBLISHER**

Theytus Books

**READING LEVEL** 6 – 7**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

rites of passage, Elders, residential school, ways of learning

**PUB DATE** 2009**PAGES** 141**DESCRIPTION**

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

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

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

**FEATURES**

- ▶ includes glossary of Cree words
- ▶ epilogue with historical notes about residential schools
- ▶ website link to photos

**CAUTIONS**

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

**Good Morning World****BC****AUTHOR, EDITOR, OR COMPILER**Paul Windsor (*Haisla, Heiltsuk*)**ILLUSTRATOR**Paul Windsor (*Haisla, Heiltsuk*)**PUBLISHER**

Native Northwest

**READING LEVEL** K – 1

- ▶ curriculum areas
- ▶ English Language Arts
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

coastal First Nations art, animals, relationship to the natural world

**PUB DATE** 2011-14**PAGES** 24**DESCRIPTION**

Each two-page spread in this attractive little board book introduces a particular aspect of the ecosystem on the coast, using a repeated “Good morning” greeting that affirms the value of each.

**Goodnight World: Animals of the Native Northwest****BC****AUTHOR, EDITOR, OR COMPILER**

This book is a collaborative project of 26 noted artists of First Nations ancestry from a wide variety of BC coastal First Nations

**ILLUSTRATOR**

This book is a collaborative project of 26 noted artists of First Nations ancestry from a wide variety of BC coastal First Nations

**PUBLISHER**

Native Northwest

**READING LEVEL** K – 3**CURRICULUM AREAS**

- ▶ cross curricular

**THEMES & TOPICS**

First Nations art, animals, seasons, family, language learning

**PUB DATE** 2011-14**PAGES** 32**DESCRIPTION**

This bedtime-style story features gorgeous artwork focused on the indigenous fauna of coastal BC.

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## Hide and Sneak

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**AUTHOR, EDITOR, OR COMPILER**Michael Kusugak, *Inuit***ILLUSTRATOR**

Vladyana Langer Kryorka

**PUBLISHER**

Annick Press

**READING LEVEL** pre-K – 2**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

ways of learning, storytelling, adventure

**PUB DATE** 1992**PAGES** 32**DESCRIPTION**

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

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

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## Him Standing

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**AUTHOR, EDITOR, OR COMPILER**Richard Wagamese, *Ojibway (Wabaseemoong First Nation)***ILLUSTRATOR****PUBLISHER**

Orca Book Publishers (Raven Books)

**READING LEVEL** 8 – 9**CURRICULUM AREAS**

- ▶ English Language Arts

**THEMES & TOPICS**

First Peoples spirituality & dreams, relationships, overcoming adversity, intergenerational teaching, art/carving

**PUB DATE** 2013**PAGES** 136**DESCRIPTION**

In this story, Lucas Smoke, a talented carver taught by his Ojibway grandfather, is commissioned by a mysterious stranger to carve a traditional spirit mask. The work leads Lucas into the dream world and engages him in an ancient and epic struggle between darkness and light. Drawing upon his relationship with his deceased grandfather, the strength and support of his girlfriend, and the traditional knowledge of a wise and powerful Elder, Lucas confronts a challenge that threatens his very being.

**FEATURES**

- ▶ short, high interest novel for older readers; ideal for English Language Learners (ELL) and literacy programs (part of the “Rapid Reads” series)

**Hockey Challenge****BC****AUTHOR, EDITOR, OR COMPILER**

Katherine Maximick

**ILLUSTRATOR**Lorraine Adams, *Haida***PUBLISHER**

Eaglecrest Books

**READING LEVEL** 3 – 5**CURRICULUM AREAS**

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

**THEMES & TOPICS**

well-being, fairness, respect, gender stereotypes

**PUB DATE** 2010**PAGES** 56**DESCRIPTION**

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

**FEATURES**

- ▶ high interest, low vocabulary chapter book

**Honouring the Salmon (Łuutigm Hoon): An Anthology Told in the Voices of the Tsimshian****BC****AUTHOR, EDITOR, OR COMPILER**

Kenneth Campbell

**ILLUSTRATOR**Vernon Brown, Bill Helin *Ts'msyen*, Judy Hilgemann, *Tsimshian***PUBLISHER**

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

**READING LEVEL** 4 – 6**CURRICULUM AREAS**

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

**THEMES & TOPICS**

relationship with the natural world, traditional knowledge, salmon

**PUB DATE** 1999**PAGES** 128**DESCRIPTION**

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

**FEATURES**

- ▶ a corresponding Teacher Guide is also available

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**Hooshum for Everyone**

BC

**AUTHOR, EDITOR, OR COMPILER**Noreen Pankewich, *Stó:lō***ILLUSTRATOR**Noreen Pankewich, *Stó:lō***PUBLISHER**

School District No. 73 (Kamloops/Thompson)

**READING LEVEL** 1 – 2**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

traditional knowledge, food, sharing

**PUB DATE** 2006**PAGES** 16**DESCRIPTION**

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

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**How Fox Saved the People (Edàni Nqèè Dqne Gok'eidi)**
**AUTHOR, EDITOR, OR COMPILER**

collected by Virginia Football, 1968

**ILLUSTRATOR**James Wedzin, *Tłjchq /Dogrib***ADDITIONAL CONTRIBUTORS**told by Elder Harry Mantla; translated by Rosa Mantla & Mary Siemens, *Tłjchq / Dogrib***PUBLISHER**

Theytus Books

**READING LEVEL** 2 – 5**CURRICULUM AREAS**

▶ Social studies, Science

**THEMES & TOPICS**

traditional knowledge, importance of caribou as a food source, storytelling, trickster, Indigenous language

**PUB DATE** 2010**PAGES** 56**DESCRIPTION**

The people are sad and hungry, for the caribou have disappeared. Yet Raven seems happy and well fed. Only with the help of wolf and fox are people able to solve the mystery, outwit Raven, and find the caribou once more.

*How Fox Saved the People* is a beautifully illustrated picture book retelling a traditional Dogrib story.

**FEATURES**

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

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## How Many Frogs Do You See?

BC

**AUTHOR, EDITOR, OR COMPILER**Pam Holloway, *Kwakwaka'wakw***ILLUSTRATOR**Pam Holloway, *Kwakwaka'wakw***PUBLISHER**

Cedar Moon Creations

**READING LEVEL** K – 1**CURRICULUM AREAS**

- ▶ Arts Education (Visual Arts)
- ▶ Mathematics

**THEMES & TOPICS**

basic numeracy

**PUB DATE** 2011**PAGES** 10**DESCRIPTION**

This little soft-cover, saddle-stitched book uses a traditional Kwakwaka'wakw image of the frog to teach numbers 1-10.

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## How Raven Stole the Sun

**AUTHOR, EDITOR, OR COMPILER**Maria Williams, *Tlingit***ILLUSTRATOR**Felix Vigil, *Apache/Pueblo***PUBLISHER**

Abbeville Press Publishers

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

- ▶ English Language Arts

**THEMES & TOPICS**

traditional knowledge, storytelling, trickster

**PUB DATE** 2001**PAGES** 32**DESCRIPTION**

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

**FEATURES**

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

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## How the Coho Got His Hooked Nose

BC

**AUTHOR, EDITOR, OR COMPILER**

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

**ILLUSTRATOR**

Peter Lindley, *Stó:lō*

**PUBLISHER**

Coqualeet Cultural Education Centre

**READING LEVEL** 3 – 5

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Science

**THEMES & TOPICS**

traditional knowledge, storytelling

**PUB DATE** 2007, 2nd ed.      **PAGES** 16

**DESCRIPTION**

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

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## How the Fox Got His Crossed Legs (Edàni Nògèè Wegòò Degèè Adzà)

**AUTHOR, EDITOR, OR COMPILER**

collected by Virginia Football, 1968

**ILLUSTRATOR**

James Wedzin, *Tłı̨ch̓q /Dogrib*

**ADDITIONAL CONTRIBUTORS**

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

**PUBLISHER**

Theytus Books

**READING LEVEL** 2 – 5

**CURRICULUM AREAS**

- ▶ English Language Arts

**THEMES & TOPICS**

traditional knowledge, storytelling, trickster,  
Indigenous language

**PUB DATE** 2009      **PAGES** 32

**DESCRIPTION**

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

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

**FEATURES**

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

**How the Robin Got Its Red Breast****BC****AUTHOR, EDITOR, OR COMPILER**

Sechelt Nation

**ILLUSTRATOR**Charlie Graigan, *Sechelt***PUBLISHER**

Northwood Editions

**READING LEVEL** 3**CURRICULUM AREAS**

► English Language Arts

**THEMES & TOPICS**

traditional knowledge, storytelling

**PUB DATE** 1993**PAGES** 40**DESCRIPTION**

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

**I Am Raven****BC****AUTHOR, EDITOR, OR COMPILER**David Bouchard, *Métis***ILLUSTRATOR**Andy Everson, *Kwakwaka'wakw***PUBLISHER**

More Than Words Publishing

**READING LEVEL** 4 – 6**CURRICULUM AREAS**

► English Language Arts

**THEMES & TOPICS**

relationship with spirit world, beliefs, trickster

**PUB DATE** 2007**PAGES** 26**DESCRIPTION**

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

**CAUTIONS**

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

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

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**AUTHOR, EDITOR, OR COMPILER**Bernalda Wheeler, *Cree & Saulteaux***ILLUSTRATOR**

Herman Bekkering

**PUBLISHER**

Portage &amp; Main

**READING LEVEL** 1 – 2**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

tradition and modernity, traditional foods

**PUB DATE** 1993**PAGES** 26**DESCRIPTION**

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

**FEATURES**

- ▶ includes a recipe for bannock

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## I Have a Drum

**BC****AUTHOR, EDITOR, OR COMPILER**Noreen Pankewich, *Stó:lō***ILLUSTRATOR**Noreen Pankewich, *Stó:lō***PUBLISHER**

School District No. 73 (Kamloops/Thompson)

**READING LEVEL** 1 – 2**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

identity, sharing

**PUB DATE** 2006**PAGES** 14**DESCRIPTION**

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

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## I Help (Niwechihaw)

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**AUTHOR, EDITOR, OR COMPILER**Caitlin Dale Nicholson, *Cree / Tahltan***ILLUSTRATOR**Caitlin Dale Nicholson, *Cree / Tahltan***OTHER CONTRIBUTORS**inspired by and Cree translation by Leona Morin-Neilson, *Cree***PUBLISHER**

Groundwood Books

**READING LEVEL** pre-K – 1**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

traditional knowledge, family roles, ceremony

**PUB DATE** 2008**PAGES** 24**DESCRIPTION**

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

**FEATURES**

▶ text is written in both Cree and English

**CAUTIONS**

▶ Other - ceremonial use of tobacco is depicted

---

## I Know I am Precious and Sacred

BC

**AUTHOR, EDITOR, OR COMPILER**

Debora Abood, with the support and participation of Elders from the Victoria Native Friendship Centre

**PHOTOGRAPHER**

Melody Charlie

**PUBLISHER**

Peppermint Toast Publishing

**READING LEVEL** K – 3**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

ancestral teachings (value, dignity, and respect), personal identity

**PUB DATE** 2016**PAGES** 32**DESCRIPTION**

*I Know I Am Precious and Sacred* follows a conversation between a child and loving grandfather as they talk about what the words “precious” and “sacred” mean. These culturally integral concepts are explained in simple, practical terms, so that little ones may recognize how they affect relationships in families and communities. This book is a “sequel” to *I Was Born Precious and Sacred*.

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## I Like Who I Am

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**AUTHOR, EDITOR, OR COMPILER**Tara White, *Mohawk***ILLUSTRATOR**Lee Claremont, *Mohawk***PUBLISHER**

Theytus Books

**READING LEVEL** 3 – 4**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

family, identity, self-reliance, ceremony, traditions, bullying, acceptance

**PUB DATE** 2010**PAGES** 40**DESCRIPTION**

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

**FEATURES**

- ▶ explores the idea that First Peoples identity and connection to culture are not based on appearance

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## I See Me

**BC****AUTHOR, EDITOR, OR COMPILER**Margaret Manuel, *Okanagan, Secwepemc***ILLUSTRATOR****PUBLISHER**

Theytus Books

**READING LEVEL** pre-K – K**CURRICULUM AREAS**

- ▶ English Language Arts

**THEMES & TOPICS**

early learning, things I can do

**PUB DATE** 2009**PAGES** 14**DESCRIPTION**

This board book focuses on the things babies do. It is designed to let users add the word from their own First Nations language that translates the key English-language word on each page.

**I was Born Precious and Sacred****BC****AUTHOR, EDITOR, OR COMPILER**

Debora Abood, with the support and participation of Elders from the Victoria Native Friendship Centre

**COVER ART**

Francis Dick, *Kwakwaka'wakw*

**PHOTOGRAPHY**

SAGAcorn Productions

**PUBLISHER**

Peppermint Toast Publishing

**READING LEVEL** pre-K – 1

**CURRICULUM AREAS**

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

**THEMES & TOPICS**

self-worth, identity, belonging

**PUB DATE** 2014

**PAGES** 32

**DESCRIPTION**

*I was Born Precious and Sacred* recounts with simple language and poignant photographs the ancestral teachings about the sanctity of each and every child born into First Nations communities. The repeating reading pattern makes this good for read-aloud and for beginning readers.

**Jack and the Boys Adventure Series****BC****AUTHOR, EDITOR, OR COMPILER**Delia Dumont and Lorraine Adams ed., *Haida***ILLUSTRATOR**Lorraine Adams, *Haida***PUBLISHER**

Eaglecrest Books

**READING LEVEL** 3 – 5**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

traditional knowledge, traditional technologies, relationship to the natural world, citizenship & service, sharing, fairness, respect, friendship

**PUB DATE** 2010**PAGES** 56**DESCRIPTION**

This series, featuring Jack the dog and his human friends, includes four titles:

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

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

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

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

**FEATURES**

- ▶ high interest, low vocabulary chapter book for young readers

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## Jenneli's Dance

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**AUTHOR, EDITOR, OR COMPILER**Elizabeth Denny, *Métis***ILLUSTRATOR**Christopher Auchter, *Haida***PUBLISHER**

Theytus Books

**READING LEVEL** 3 – 5**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Arts Education (Dance)
- ▶ Health Education
- ▶ Social Studies

**THEMES & TOPICS**

performance, traditional knowledge, diversity, belonging

**PUB DATE** 2008**PAGES** 44**DESCRIPTION**

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

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

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## The Jingle Dancer

BC

**AUTHOR, EDITOR, OR COMPILER**Noreen Pankewich, *Stó:lō***ILLUSTRATOR**Noreen Pankewich, *Stó:lō***PUBLISHER**

School District No. 73 (Kamloops/Thompson)

**READING LEVEL** 1 – 2**CURRICULUM AREAS**

- ▶ English Language Arts

**THEMES & TOPICS**

performance, traditional knowledge, belonging

**PUB DATE** 2006**PAGES** 16**DESCRIPTION**

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

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**The Journey: North American Indigenous Games**

BC

**AUTHOR, EDITOR, OR COMPILER**Lorraine Adams, *Haida***ILLUSTRATOR**Lorraine Adams, *Haida***PUBLISHER**

Eaglecrest Books

**READING LEVEL** 4 – 6**CURRICULUM AREAS**

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

**THEMES & TOPICS**

respect, fairness, self-reliance, identity, competition

**PUB DATE** 2010**PAGES** 64**DESCRIPTION**

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

**FEATURES**

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

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**The Journey of Dog Salmon**

BC

**AUTHOR, EDITOR, OR COMPILER**Bruce Martin, *Tla-Keesh-Pihk-Uh*; adapted by Donna Klockars & Terri Mack, *Da'naxda'xw Awaetlala***ILLUSTRATOR**Terri Mack, *Da'naxda'xw Awaetlala***PUBLISHER**

Strong Nations Publications

**READING LEVEL** 1 – 2**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

respect, bullying

**PUB DATE** 2001**PAGES** 18**DESCRIPTION**

Dog Salmon is the bully of the river. The other salmon need to work together to teach him the importance of empathy and change.

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## Just a Story

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**AUTHOR, EDITOR, OR COMPILER**Steven Keewatin Sanderson, *Cree***ILLUSTRATOR**Steven Keewatin Sanderson, *Cree***PUBLISHER**

Aboriginal Health Network

**READING LEVEL** 5 – 7+**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

self-reliance, identity, belonging, well-being

**PUB DATE** 2010**PAGES** 48**DESCRIPTION**

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

**FEATURES**

- ▶ graphic novel format

**CAUTIONS**

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

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## Just a Walk

**BC****AUTHOR, EDITOR, OR COMPILER**Jordan Wheeler (*Cree*)**ILLUSTRATOR**Christopher Auchter, *Haida***PUBLISHER**

Theytus Books

**READING LEVEL** 3 – 5**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

relationship to the natural world

**PUB DATE** 2009**PAGES** 32**DESCRIPTION**

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

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

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**AUTHOR, EDITOR, OR COMPILER**

Michael J. Caduto and Joseph Bruchac, *Abenaki*

**ILLUSTRATOR**

John Kahionhes Fadden & Carol Wood, *Akwesasne Mohawk*

**PUBLISHER**

Fifth House Publishers

**READING LEVEL** 3-5

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Arts Education (Drama)
- ▶ Health Education
- ▶ Mathematics
- ▶ Science
- ▶ Social Studies

**THEMES & TOPICS**

tradition, sustainability, respect, storytelling, relationship to the natural world

**PUB DATE** 1988

**PAGES** 209

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**DESCRIPTION**

First Peoples' stories combine with related hands-on activities to inspire children with a deep respect for the Earth and Indigenous cultures in this critically acclaimed book. Keepers of the Earth uses an interdisciplinary approach to introduce environmental concepts to children. The activities address many areas of learning and are designed to engage all of the senses.

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## Keepers of the Night: Native Stories and Nocturnal Activities for Children

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**AUTHOR, EDITOR, OR COMPILER**

Michael J. Caduto and Joseph Bruchac, *Abenaki*

**ILLUSTRATOR**

David Kanietakeron Fadden, *Akwesasne Mohawk*

**PUBLISHER**

Fifth House Publishers

**READING LEVEL** 3-5

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Arts Education (Drama)
- ▶ Health Education
- ▶ Mathematics
- ▶ Science
- ▶ Social Studies

**THEMES & TOPICS**

traditional knowledge, beliefs, storytelling, relationship to the natural world

**PUB DATE** 1994

**PAGES** 168

revised

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**DESCRIPTION**

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

**Kou-Skelowh/ Kwu squilxw – We are the People: A Trilogy of Okanagan Legends****BC****AUTHOR, EDITOR, OR COMPILER**

Okanagan Tribal Council &amp; Elders

**ILLUSTRATOR**

Barbara Marchand

**PUBLISHER**

Theytus Books

**READING LEVEL** 3 – 7**CURRICULUM AREAS**

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

**THEMES & TOPICS**

animals; respect, humour, relationship of people and the natural world; the origins of coyote as trickster

**PUB DATE** 1984, 2009      **PAGES** 86**DESCRIPTION**

This dual-language book (English and Syilx) presents three authentic Okanagan stories as told by Elders: “How Food was Given,” “How Names were Given,” and “How Turtle Set the Animals Free.”

**FEATURES**

- ▶ text is printed in both Syilx and English, and a glossary of Syilx words is included at the back to facilitate children’s Syilx language learning
- ▶ a preface outlines the interesting publishing history of this collection

**Learn from the Animals of the Salish Sea:  
Coast Salish Native Art Colouring and Learning Book****BC****AUTHOR, EDITOR, OR COMPILER**

11 different Coast Salish artists

**ILLUSTRATOR**

Native Northwest, various

**PUBLISHER**

Native Northwest

**READING LEVEL** pre-K – 1**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Science (biology & ecology)
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

animals

**PUB DATE** 2010      **PAGES** 24**DESCRIPTION**

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

Each page includes a quotation from contributing Coast Salish artists, telling the significance of the animal to the traditional culture. Note that these quotations are of a much higher reading level and will have to be read aloud to primary students.

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**Learn the Alphabet with Northwest Coast Native Art**
**BC****AUTHOR, EDITOR, OR COMPILER**

Native Northwest, various

**ILLUSTRATOR**Native Northwest — *Haida, Kwakwaka'wakw, Namgis, Salish, and Tsimshian* artists**PUBLISHER**

Native Northwest

**READING LEVEL** pre-K – K**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

literacy, alphabet

**PUB DATE** 2010**PAGES** 10**DESCRIPTION**

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

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**Learn the Colours with Northwest Coast Native Art**
**BC****AUTHOR, EDITOR, OR COMPILER**

Native Northwest, various

**ILLUSTRATOR**Native Northwest — *Bella Bella, Haida, Kwakwaka'wakw, Namgis, Salish, and Tsimshian* artists**PUBLISHER**

Native Northwest

**READING LEVEL** pre-K – K**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

literacy, colours

**PUB DATE** 2010**PAGES** 10**DESCRIPTION**

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

**Learn to Count with Northwest Coast Native Art****BC**

**AUTHOR, EDITOR, OR COMPILER**  
Native Northwest, various

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

**PUBLISHER**  
Native Northwest

**READING LEVEL** pre-K – K

**CURRICULUM AREAS**  
English Language Arts  
Mathematics

**THEMES & TOPICS**  
numeracy, counting

**PUB DATE** 2010      **PAGES** 10

**DESCRIPTION**

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

**Learn and Play (board books)****BC**

**AUTHOR, EDITOR, OR COMPILER**  
series titles developed by Native Northwest (publisher) with various First Nations artists contributing images

**ILLUSTRATOR**  
Native Northwest — various

**PUBLISHER**  
Native Northwest

**READING LEVEL** pre-K – 1

**CURRICULUM AREAS**  
▶ English Language Arts  
▶ Mathematics

**THEMES & TOPICS**  
literacy, symbols, counting, colours, ABCs

**PUB DATE** 2010-14      **PAGES** 18

**DESCRIPTION**

Two related “Learn and Play” titles (Learn and Play with Northwest Coast Native Art and Learn and Play with First Nations & Native Art) each feature simple text and activities supported by beautiful First Peoples artwork. Although the latter title is somewhat scattered in its selection of topics and artists (mixing imagery from eastern Cree and BC coastal artists with little attempt to differentiate) both should prove lively and engaging for early readers.

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## The Legend of the Caribou Boy

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**AUTHOR, EDITOR, OR COMPILER**John Blondin, *Dogrib***ILLUSTRATOR**Ray McSwain, *Dene***ADDITIONAL CONTRIBUTORS**

translated by Mary Rose Sundberg

**PUBLISHER**

Theytus Books

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

traditional knowledge, rites of passage

**PUB DATE** 2009**PAGES** 40**DESCRIPTION**

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

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

**FEATURES**

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

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## Lessons from Mother Earth

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**AUTHOR, EDITOR, OR COMPILER**Elaine McLeod, *First Nation of Na-cho Nyak Dun (Yukon)***ILLUSTRATOR**

Colleen Wood

**PUBLISHER**

Groundwood Books

**READING LEVEL** pre-K – 3**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Science (ecology and stewardship)

**THEMES & TOPICS**

resource gathering, protocols, sustainability, environment, Indigenous connection to the land, intergenerational teaching

**PUB DATE** 2010**PAGES** 24**DESCRIPTION**

In this gentle story, Tess learns from her grandmother that her “garden” is all of nature that surrounds her. As they pick plants and berries they do so carefully and with respect. Tess discovers that if she cares for the Earth it will provide for her just as it provided for generations past. The text of this book is complemented by beautiful watercolor illustrations that encourage students to appreciate our natural world.

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## Lightfinder

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**AUTHOR, EDITOR, OR COMPILER**Aaron Paquette, *Métis (Cree/Cherokee and Norwegian)***ILLUSTRATOR**Aaron Paquette, *Métis (Cree/Cherokee and Norwegian)***PUBLISHER**

Kegedonce Press

**READING LEVEL** 8 – 9**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

family, relationships, transformation, personal identity, connection of the traditional and modern, survival

**PUB DATE** 2014**PAGES** 240**DESCRIPTION**

Lightfinder is a young adult fantasy novel about Aisling, a young Cree woman who sets out into the wilderness with her Kokum (grandmother), Auntie, and two young men she barely knows. They have to find and rescue her runaway younger brother, Eric. Along the way she learns that the legends of her people might be real and that she has a growing power of her own. The story follows the paths of Aisling and Eric, siblings unwittingly thrust into a millennia old struggle for the future of life on earth.

**CAUTIONS**

▶ Violence - includes some violent incidents that teachers may need to discuss with students

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## Little Bear's Vision Quest

BC

**AUTHOR, EDITOR, OR COMPILER**Diane Silvey, *Sechelt***ILLUSTRATOR**Joe Silvey, *Sechelt* with Butch Dyck, *Songhees*, (back cover)**PUBLISHER**

Greater Victoria School District

**READING LEVEL** K – 5**CURRICULUM AREAS**▶ English Language Arts  
▶ Science (ecology and stewardship)**THEMES & TOPICS**

respect, responsibility, friendship, kindness, patience, interconnectedness

**PUB DATE** 1995**PAGES** 24**DESCRIPTION**

This full-colour story book teaches the importance of respect for others. The book deals with name calling, initially showing the main character, Little Bear, as selfish and inconsiderate of others' feelings. Little Bear learns to value the traditions of his ancestors, though, and through the daily ritual of cleansing himself becomes in tune with nature.

**FEATURES**

▶ discussion questions are included for parents and teachers

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**Little Cedar, Big Cedar**

BC

**AUTHOR, EDITOR, OR COMPILER**Pam Holloway, *Kwakwaka'wakw***ILLUSTRATOR****PUBLISHER**

Cedar Moon Creations

**READING LEVEL** K – 3**CURRICULUM AREAS**

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

**THEMES & TOPICS**

early numeracy

**PUB DATE** 2009**PAGES** 14**DESCRIPTION**

Written from the point of view of the cedar tree itself, this resource for emergent readers emphasizes the importance of the cedar for Kwakwaka'wakw and other BC coastal peoples.

**FEATURES**

- ▶ includes a set of 20 “flash-type” cards showing images and text (cedar trees, bark, created objects) to encourage word recognition; also includes 2 blackline sheets featuring First Nations imagery that students can colour
- ▶ a brief “backgrounder” at the end (for teachers and proficient student readers) gives information about the many purposes served by cedar)

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**The Little Duck (*Sikihpsis*)**
**AUTHOR, EDITOR, OR COMPILER**Beth Cuthand, *Cree***ILLUSTRATOR**Mary Longman, *Gordon First Nation***ADDITIONAL CONTRIBUTORS**

Cree text by Stan Cuthand

**PUBLISHER**

Theytus Books

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

belonging, identity, self-esteem

**PUB DATE** 1999, 2013**PAGES** 28**DESCRIPTION**

Little Duck lives alone in a muddy swamp close to a camp of Plains Cree People. When he observes the Cree peoples' beauty and grace, the lonely duck decides he would like to be a Plains Cree dancer. The Little Duck is an engaging story with wide appeal. Because the desire to fit in with one's surroundings matters to most people, the story transcends cultural boundaries. The book contains the important message that we should be striving to improve our sense of self-worth.

**FEATURES**

- ▶ text is in both English and Cree

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## The Little Hummingbird

BC

**AUTHOR, EDITOR, OR COMPILER****ILLUSTRATOR**Michael Nicoll Yahgulanaas, *Haida***PUBLISHER**

Greystone Books

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

relationship with the natural world, wisdom

**PUB DATE** 2010**PAGES** 32**DESCRIPTION**

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

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

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## Little You

**AUTHOR, EDITOR, OR COMPILER**Richard Van Camp, *Dogrib (Tlicho)***ILLUSTRATOR**Julie Flett, *Métis, Cree***PUBLISHER**

Orca Book Publishers

**READING LEVEL** pre-K – 1**CURRICULUM AREAS**

▶ English Language Arts  
 ▶ Health  
 ▶ Social Studies

**THEMES & TOPICS**

individuality and uniqueness, identity, parental love, rhyming

**PUB DATE** 2013**PAGES** 24**DESCRIPTION**

This beautifully illustrated board book affirms parental love and the uniqueness of each child.

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## The Littlest Sled Dog

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**AUTHOR, EDITOR, OR COMPILER**Michael Kusugak, *Inuit***ILLUSTRATOR**

Vladyana Krykorka

**PUBLISHER**

Orca Book Publishers

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

belonging, identity

**PUB DATE** 2008**PAGES** 32**DESCRIPTION**

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

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

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## Mayuk the Grizzly Bear

**BC****AUTHOR, EDITOR, OR COMPILER**

Sechelt Nation

**ILLUSTRATOR**Charlie Graigan, *Sechelt***PUBLISHER**

Northwood Editions

**READING LEVEL** 3**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

traditional knowledge, storytelling

**PUB DATE** 1993**PAGES** 40**DESCRIPTION**

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

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## Missing Nimâmâ

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**AUTHOR, EDITOR, OR COMPILER**Melanie Florence, *Cree***ILLUSTRATOR**

François Thisdale

**PUBLISHER**

Clockwise Press

**READING LEVEL** 5 – 9**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

loss, family, social justice, identity, community

**PUB DATE** 2015**PAGES** 40**DESCRIPTION**

Kateri is a young girl, growing up in the care of her grandmother. As her story unfolds, it becomes evident that her absent mother is one of Canada's murdered and missing Indigenous women. This reality is handled in a respectful and sensitive manner. We see Kateri reaching important milestones (her first day of school, first dance, first date, wedding, first child). All the time, her mother is always there, watching her child growing up without her.

**FEATURES**

- ▶ the story is told from two points of view: the child's and the mother's (each with its own font)
- ▶ an informative Appendix provides helpful background information to support discussion of the story

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## The Moccasins

BC

**AUTHOR, EDITOR, OR COMPILER**Earl Einarson, *Ktunaxa***ILLUSTRATOR**Julie Flett, *Cree/Métis***PUBLISHER**

Theytus Books

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

family, belonging

**PUB DATE** 2008**PAGES** 16**DESCRIPTION**

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

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

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## Moonshot

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**AUTHOR, EDITOR, OR COMPILER**

Hope Nicholson (ed.) with various Indigenous (and non-Indigenous) contributors

**ILLUSTRATOR****PUBLISHER**

AH! Comics  
(Alternate History Comics Inc.)

**READING LEVEL** 7+**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

Indigenous storytelling, contemporary interpretations of traditional stories, identity, intergenerational teaching

**PUB DATE** 2015**PAGES** 176**DESCRIPTION**

*Moonshot* is a collection of short stories created by Indigenous writers and artists in Canada and the US. From traditional stories to exciting new visions of the future, this collection presents some of the finest comic book and graphic novel work in North America. The traditional stories presented are with the permission from the Elders in their respective communities.

introductions to each story set a context and provide biographical information about each author and illustrator

**CAUTIONS**

- ▶ Belief Systems - stories include references to cannibalism
- ▶ Other - some minor historical inaccuracies/anachronisms (e.g., portrayal of characters wearing headbands in "Home," "Ayantsach")

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## Mouse Celebrates the Winter Solstice

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**BC****AUTHOR, EDITOR, OR COMPILER**

Terri Mack, *Kwakwaka'wakw Nation*

**ILLUSTRATOR**

Bill Helin *Ts'msyen (Lax Kw'alaams)*

**PUBLISHER**

Strong Nations Publishing Inc.

**READING LEVEL** K – 3**CURRICULUM AREAS**

- ▶ English Language Arts

**THEMES & TOPICS**

family, tradition, solstice

**PUB DATE** 2014**PAGES** 24**DESCRIPTION**

This beautifully illustrated poem celebrating the winter solstice includes explanations, in both a Preface and a follow-up addendum. It can be used either as a read-aloud or with emergent readers.

**Murphy and Mousetrap**

BC

**AUTHOR, EDITOR, OR COMPILER**

Sylvia Olsen, Tsartlip

**ILLUSTRATOR****PUBLISHER**

Orca Book Publishers

**READING LEVEL** 4 – 5**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

identity, belonging, self-reliance, ways of learning

**PUB DATE** 2005**PAGES** 122**DESCRIPTION**

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

**FEATURES**

- ▶ high interest, easy to read
- ▶ particularly interesting for reluctant readers

**My Elders Tell Me**

BC

**AUTHOR, EDITOR, OR COMPILER**Marion (Roze) Wright, *Kwakwaka'wakw***ILLUSTRATOR**

Judy Hilgemann

**PUBLISHER**

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

**READING LEVEL** 3 – 4**CURRICULUM AREAS**

- ▶ Curriculum Areas:
- ▶ English Language Arts
- ▶ Health Education
- ▶ Science
- ▶ Social Studies

**THEMES & TOPICS**

seasonal cycle, Elders, tradition, family and community roles

**PUB DATE** 1996**PAGES** 106**DESCRIPTION**

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

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

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## My Family Has Fun

BC

**AUTHOR, EDITOR, OR COMPILER**Noreen Pankewich, *Stó:lō***ILLUSTRATOR**Noreen Pankewich, *Stó:lō***PUBLISHER**

School District No. 73 (Kamloops/Thompson)

**READING LEVEL** pre-K – K**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

family

**PUB DATE** 2006**PAGES** 18**DESCRIPTION**

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

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## My Heart Fills with Happiness

**AUTHOR, EDITOR, OR COMPILER**Monique Gray Smith, *Lakota***ILLUSTRATOR**Julie Flett, Métis, *Cree***PUBLISHER**

Orca Book Publishers

**READING LEVEL** pre-K – 2**CURRICULUM AREAS**

▶ Health  
▶ Social Studies

**THEMES & TOPICS**

loving, identity, First Nations family values

**PUB DATE** 2016**PAGES** 24**DESCRIPTION**

Each page in this beautifully illustrated board book completes the sentence stem, "My heart fills with happiness when....."

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**My Life in a Kwagu’l Big House**

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**BC****AUTHOR, EDITOR, OR COMPILER**Diane Jacobson, *Namgis First Nation***ILLUSTRATOR****PUBLISHER**

Theytus

**READING LEVEL** 6 – 9**CURRICULUM AREAS**

- ▶ English Language Arts

**THEMES & TOPICS**

family/kinship, generosity, traditional ways of knowing and teaching (strong connections to First Peoples Principles of Learning), coming of age

**PUB DATE** 2005**PAGES** 202

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**DESCRIPTION**

Diane Jacobson has written a readable and engaging autobiographical account of growing up in Alert Bay during the 1960s, in a home that retained many of the features and qualities of a traditional Kwakwaka’wakw Big House. Her account provides insight into an experience of childhood that by that time had become increasingly rare due to the imposition of residential schooling.

**FEATURES**

- ▶ easy to read: language is colloquial and somewhat salty at times (e.g., references to “ass”), but the story is infused with humor and warmth
- ▶ a small collection of personal photographs at the back provide a visual reference point for events narrated in the account

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**My Life with the Salmon**

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**BC****AUTHOR, EDITOR, OR COMPILER**Diane Jacobson, *'Namgis Nation***ILLUSTRATOR**

Harold Alfred

**PUBLISHER**

Theytus Books

**READING LEVEL** 7 – 9**CURRICULUM AREAS**

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

**THEMES & TOPICS**

stewardship, ecological relationships, identity, and family

**PUB DATE** 2011**PAGES** 174

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**DESCRIPTION**

This memoir and “coming of age” story provides an informative look at the rich and complex relationship between the Kwakwaka'wakw peoples and their primary resource, the salmon

**FEATURES**

- ▶ contains a retelling of the 'Namgis origin story, *Kwakwwaksanukw* (as per Agnes Alfred), with references to hiding a boy's sex by making him look like a girl
- ▶ includes photos of salmon & hatchery management

**CAUTIONS**

- ▶ Ethical/Legal - some adult behaviour (smoking)
- ▶ Language - some profanity

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**My Name Is Seepeetza**

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**BC****AUTHOR, EDITOR, OR COMPILER**Shirley Stirling, *Interior Salish***ILLUSTRATOR****PUBLISHER**

Groundwood Books

**READING LEVEL** 5 – 7**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

identity, rites of passage, residential schools

**PUB DATE** 1992**PAGES** 126**DESCRIPTION**

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

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

**CAUTIONS**

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

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**Neekna and Chemai**

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**BC****AUTHOR, EDITOR, OR COMPILER**Jeannette C. Armstrong, *Okanagan***ILLUSTRATOR**Barbara Marchand, *Okanagan***PUBLISHER**

Theytus Books

**READING LEVEL** 3 – 4**CURRICULUM AREAS**

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

**THEMES & TOPICS**

roles and responsibilities, seasonal cycles, traditional learning

**PUB DATE** 2008**PAGES** 44**DESCRIPTION**

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

**No Time to Say Goodbye: Children’s Stories of Kuper Island Residential School****BC****AUTHOR, EDITOR, OR COMPILER**Sylvia Olsen with Rita Morris and Ann Sam, *Tsartlip***ILLUSTRATOR**Connie Paul, *Tsartlip***PUBLISHER**

Sono Nis Press

**READING LEVEL** 7+**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

ways of learning, traditional knowledge, family, residential schools

**PUB DATE** 2001**PAGES** 188**DESCRIPTION**

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

**CAUTIONS**

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

**Northwest Coast Native Animals****BC****AUTHOR, EDITOR, OR COMPILER**

Native Northwest, various

**ILLUSTRATOR**Kelly Robinson, *Nuxalk, Nuu-Chah-Nulth***PUBLISHER**

Native Northwest

**READING LEVEL** K**CURRICULUM AREAS**

- ▶ English Language Arts

**THEMES & TOPICS**

traditional knowledge, relationship with the natural world

**PUB DATE** 2010**PAGES** 12**DESCRIPTION**

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

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## Not My Girl

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**AUTHOR, EDITOR, OR COMPILER**Christy Jordan-Fenton and Margaret Pokiak-Fenton, *Inuit***ILLUSTRATOR**

Gabrielle Grimard

**PUBLISHER**

Annick Press

**READING LEVEL** 1 – 4**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

residential schooling, Inuit culture, language, and environment (dog sleds, northern lights, traditional foods)

**PUB DATE** 2014**PAGES** 36**DESCRIPTION**

This memoir deals with 10-year-old Margaret Pokiak's return to her home community in the arctic following two years at a residential school run by the church. Coming ashore, Margaret spots her family, but her mother barely recognizes her, screaming, "Not my girl." Margaret realizes she is now marked as an outsider. Slowly, Margaret must relearn her language and her family's way of living. This beautifully illustrated children's book is a retelling of Margaret Pokiak's earlier memoir, *A Stranger at Home*, written for older readers (also with the collaboration of Christy Jordan-Fenton).

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## The Old Man with the Otter Medicine

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**AUTHOR, EDITOR, OR COMPILER**John Blondin, *Dogrib***ILLUSTRATOR**Archie Beaverho, *Dogrib***ADDITIONAL CONTRIBUTORS**

translated by Mary Rose Sundberg

**PUBLISHER**

Theytus Books

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

- ▶ English Language Arts

**THEMES & TOPICS**

traditional knowledge

**PUB DATE** 2008**PAGES** 40**DESCRIPTION**

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

**FEATURES**

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

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## Ojibway Animals

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**AUTHOR, EDITOR, OR COMPILER**Jason Adair, *Ojibway***ILLUSTRATOR**Jason Adair, *Ojibway***PUBLISHER**

Native Northwest (Native Explore series)

**READING LEVEL** K – 1**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Science
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

animals, Ojibway artistic traditions

**PUB DATE** 2011**PAGES** 10**DESCRIPTION**

This lovely board book includes traditional-style drawn/painted representations of animals familiar to the Ojibway people along with facts about each animal.

**FEATURES**

- ▶ the back cover describes traditional Ojibway teachings about animals portrayed in the book
- ▶ the back cover includes cultural information to help users understand the provenance and interpretation of traditional imagery

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## Ojibway Clans: Animal Totems and Spirits

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**AUTHOR, EDITOR, OR COMPILER**Mark Anthony Jacobson, *Ojibway***ILLUSTRATOR**Mark Anthony Jacobson, *Ojibway***PUBLISHER**

Native Northwest (Native Explore series)

**READING LEVEL** 4 – 7**CURRICULUM AREAS**

- ▶ Social Studies
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

Ojibway social and political structures, family, community roles, personal talents, Ojibway artistic traditions, colour, line, connection to the environment

**PUB DATE** 2012**PAGES** 25**DESCRIPTION**

Although sometimes challenging to read (due to difficulties associated with coloured type on certain coloured backgrounds), this beautifully illustrated book provides an insightful introduction to family and social organization among the Ojibway.

**FEATURES**

- ▶ the introduction provides a context-setting explanation of Ojibway visual art and key aspects of Ojibway spiritual teaching

**Orca Chief**

BC

**AUTHOR, EDITOR, OR COMPILER**Roy Henry Vickers (& Robert Budd), *Ts'msyen, Haida, Heiltsuk***ILLUSTRATOR**Roy Henry Vickers, *Ts'msyen, Haida, Heiltsuk***PUBLISHER**

Harbour Publishing

**READING LEVEL** 1 – 4**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Science (attributes and behaviour of marine organisms)

**THEMES & TOPICS**

respect for the environment, ocean species of the Pacific, cultural teachings, protocols, forgiveness, gratitude, sharing

**PUB DATE** 2015**PAGES** 25**DESCRIPTION**

One in a series of coastal stories by Roy Henry Vickers and Robert Budd, this traditional story features gorgeous original illustrations.

**FEATURES**

- ▶ an audio recording of Roy Henry Vickers narrating this story is also available online at [www.memoriestomemoirs.ca/Orca](http://www.memoriestomemoirs.ca/Orca) (site includes a bonus story as well)

**Peace Pipe Dreams: The Truth about Lies about Indians**

BC

**AUTHOR, EDITOR, OR COMPILER**Darrell Dennis, *Secwepemc***ILLUSTRATOR****PUBLISHER**

Douglas &amp; McIntyre Ltd.

**READING LEVEL** 8 – 9**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

stereotypes, perceptions and myths, treaties, historical understandings, belief systems, contemporary challenges

**PUB DATE** 2014**PAGES** 239**DESCRIPTION**

This accessible explanation of issues related to Indigenous peoples in North America (including the historical context of those issues) is both humorous and engaging.

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**People of the Land: Legends of the Four Host Nations**

BC

**AUTHOR, EDITOR, OR COMPILER**storytellers of the *Lil'wat*, *Musqueam*, *Squamish*, and *Tsleil-Waututh* nations**ILLUSTRATOR**storytellers of the *Lil'wat*, *Musqueam*, *Squamish*, and *Tsleil-Waututh* nations**PUBLISHER**

Theytus Books

**READING LEVEL** 4 – 9**CURRICULUM AREAS**

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

**THEMES & TOPICS**

traditional knowledge, storytelling, sacred teachings, connection to the land

**PUB DATE** 2009**PAGES** 110**DESCRIPTION**

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

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

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**Persistence and Change: A History of the Ts'msyen Nation**

BC

**AUTHOR, EDITOR, OR COMPILER**

Kenneth Campbell, with the support and collaboration of First Nations Education Council, SD 52 and the Tsimshian Nation

**ILLUSTRATOR**

Kenneth Campbell, with the support and collaboration of First Nations Education Council, SD 52 and the Tsimshian Nation

**PUBLISHER**

Tsimshian Nation and SD 52

**READING LEVEL** 7 – 9**CURRICULUM AREAS**

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

**THEMES & TOPICS**

oral tradition, persistence/resilience/change, history, Ts'msyen communities, and the Sm'algyax language, Ts'msyen perspectives and worldviews

**PUB DATE** 2005**PAGES** 240**DESCRIPTION**

This book shares a history of the Ts'msyen peoples of British Columbia. The book is the product of a thorough process of consultation and collaboration between Ts'msyen communities and SD52.

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## Powwow: Counting in Cree

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**AUTHOR, EDITOR, OR COMPILER**

Penny M. Thomas, *Fisher River Cree Nation*

**ILLUSTRATOR**

Melinda Josie

**PUBLISHER**

Highwater Press  
(Portage and Main Press)

**READING LEVEL** K – 3

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Mathematics
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

cardinal numbers to ten, in Cree

**PUB DATE** 2013

**PAGES** 20

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**DESCRIPTION**

This illustrated counting guide is designed to support the teaching of Cree for early learners. A pronunciation guide at the end will help the teacher who is a non-speaker.

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## The Rabbits' Race

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**AUTHOR, EDITOR, OR COMPILER**

Deborah L. Delaronde, *Métis*

**ILLUSTRATOR**

Virginia McCoy, *Métis*

**PUBLISHER**

Theytus Books

**READING LEVEL** 3 – 4

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

sharing, friendship, wisdom

**PUB DATE** 2009

**PAGES** 50

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**DESCRIPTION**

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

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## Racin' Jason

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**AUTHOR, EDITOR, OR COMPILER**Elise Wagner, *Ojibwe***ILLUSTRATOR**Janet Kaszonyi, *Métis***PUBLISHER**

Theytus Books

**READING LEVEL** 4 – 6**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

responsibility, competition

**PUB DATE** 1995**PAGES** 52**DESCRIPTION**

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

**FEATURES**

▶ includes an Ojibwe glossary

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## Raven and Eagle

**BC****AUTHOR, EDITOR, OR COMPILER**Ray Qwulshemut Peter, *Cowichan***ADDITIONAL CONTRIBUTORS**

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

**PUBLISHER**

Strong Nations Publications

**READING LEVEL** K – 1**CURRICULUM AREAS**

▶ English Language Arts

▶ Health

**THEMES & TOPICS**

identity, self-reliance

**PUB DATE** 2001**PAGES** 16**DESCRIPTION**

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

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**Raven Brings the Light**

BC

**AUTHOR, EDITOR, OR COMPILER**Roy Henry Vickers (& Robert Budd), *Ts'msyen, Haida, Heiltsuk***ILLUSTRATOR**Roy Henry Vickers, *Ts'msyen, Haida, Heiltsuk***PUBLISHER**

Harbour Publishing

**READING LEVEL** 3 – 7**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

storytelling, social responsibility

**PUB DATE** 2013**PAGES** 40**DESCRIPTION**

This beautifully illustrated version of a traditional trickster story common to several north coastal peoples was shared with the authors by a Ts'msyen Chief and Elder.

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**Raven Series**

BC

**AUTHOR, EDITOR, OR COMPILER**Terri Mack, *Da'naxda'xw Awaetlala***ILLUSTRATOR****PUBLISHER**

Strong Nations Publications

**READING LEVEL** pre-K – K**CURRICULUM AREAS**

- ▶ English Language Arts

**THEMES & TOPICS**

literacy, numeracy

**PUB DATE** 2010**PAGES** 8 (each)**DESCRIPTION**

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

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

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## Raven Tales Series

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**AUTHOR, EDITOR, OR COMPILER**

David Bouchard, Métis and David Booth (series editors), with individual titles written and illustrated by Simon Daniel James, Chris Kientz, Caleb Hystad, and Chris Johnston

**ILLUSTRATOR****PUBLISHER**

Rubicon Publishing Inc. (Scholastic)

**READING LEVEL** 4 – 7

**CURRICULUM AREAS**

- ▶ Curriculum Areas:
- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

traditional teachings, creation stories, humour

**PUB DATE** 2012

**PAGES** 48 (each)

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**DESCRIPTION**

The *Raven Tales* Series is a set of graphic novels based on the screenplays for a series of animated videos. A few are adaptations of traditional stories, while others are originals produced in the style of traditional stories. Series creators worked with various tribal councils during the development of these materials. The following are titles reviewed in this series. Other titles in this series are commendable, though users are advised that some might not be deemed authentic according to the identified criteria:

The titles are:

- How Raven Stole the Sun* — based on a Haida traditional story
- Raven and the First People* — based on a Haida traditional story
- Great Bear Rock* — based on a Kwakwaka'wakw traditional story

**CAUTIONS**

- ▶ Other - some may view the imagery in some of the other books as problematic, as all First Peoples are portrayed as visually similar, despite stories being drawn from different cultures; depictions do not acknowledge the diversity of First Peoples across the Canada; teachers are advised to address this concern with students

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## Ready for School

**BC**

**AUTHOR, EDITOR, OR COMPILER**

Noreen Pankewich, Stó:lō

**ILLUSTRATOR**

Noreen Pankewich, Stó:lō

**PUBLISHER**

School District No. 73 (Kamloops/Thompson)

**READING LEVEL** K – 1

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

family and community roles

**PUB DATE** 2006

**PAGES** 26

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**DESCRIPTION**

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

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## Relatives with Roots: A Story about Métis Women’s Connection to the Land

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**AUTHOR AND ILLUSTRATOR**  
Leah Marie Dorion, *Métis*

**TRANSLATOR**  
Rita Flamand, *Métis*

**PUBLISHER**  
Gabriel Dumont Institute

**READING LEVEL** 3 – 5

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education
- ▶ Michif language learning

**THEMES & TOPICS**  
traditional medicine family and community roles

**PUB DATE** 2011      **PAGES** 60

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**DESCRIPTION**

*Relatives with Roots: A Story about Métis Women’s Connection to the Land* is a touching story about a Métis grandmother who takes her granddaughter out onto the land to teach her how to harvest traditional medicines. As the granddaughter learns the traditional knowledge about how the Métis people use the plants, she feels joy to be Métis.

**FEATURES**

- ▶ includes a concurrent translation into Michif-Cree and an accompanying audio CD that provides both English and Michif narration of the text
- ▶ includes a glossary of terms and background information for teachers about the traditional Métis learning philosophy and the Anishnaabeg Order of Creation

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## Returning the Feathers: Five Gitxsan Stories

BC

**AUTHOR, EDITOR, OR COMPILER**  
M. Jane Smith — *Xsiwis, Gitxsan*

**ILLUSTRATOR**  
Ken N. Mowatt — *Maasliki’insxw, Gitxsan*

**PUBLISHER**  
Creekstone Press

**READING LEVEL** 3 – 5

**CURRICULUM AREAS**  
English Language Arts  
Health Education  
Social Studies

**THEMES & TOPICS**  
rites of passage, sustainability, family, traditional knowledge

**PUB DATE** 2004      **PAGES** 72

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**DESCRIPTION**

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

**CAUTIONS**

- ▶ Violence — the second story, “K’alidakhl,” includes scenes of killing and domestic violence, and should be used with caution

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## A Rhyming Coastal Alphabet

BC

**AUTHOR, EDITOR, OR COMPILER**Pam Holloway, *Kwakwaka'wakw***ILLUSTRATOR**Pam Holloway, *Kwakwaka'wakw***PUBLISHER**

Cedar Moon Creations

**READING LEVEL** K – 1**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

letters of the alphabet, rhyming words; people, places, and events in coastal First Nations communities

**PUB DATE** 2013**PAGES** 26**DESCRIPTION**

This soft-cover, saddle-stitched book introduces the upper-case and lower-case variants of each letter of the alphabet by using the letter as part of the rhyming captions for two separate photographs per letter. The photos feature people, places, objects, and events characteristic of Kwakwaka'wakw and other coastal First Nations cultures.

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## A River Lost

BC

**AUTHOR, EDITOR, OR COMPILER**Lynn Bragg, *Sinixt (Arrow Lakes Tribe, Colville Confederated Tribes)***ILLUSTRATOR**Virgil "Smoker" Marchand, *Arrow Lakes Tribe, Colville Confederated Tribes***PUBLISHER**

Hancock House Publishers

**READING LEVEL** 4 – 6**CURRICULUM AREAS**

▶ English Language Arts  
 ▶ Science  
 ▶ Social Studies

**THEMES & TOPICS**

tradition and modernity, relationship with the natural world

**PUB DATE** 1995**PAGES** 32**DESCRIPTION**

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

**FEATURES**

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

**CAUTIONS**

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

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## River of Salmon Peoples

BC

**AUTHOR, EDITOR, OR COMPILER**

Gerry Williams, Jeanette Armstrong, *Okanagan* (ed.), presenting content from *Nak'azdli, Secwepemc, Stó:Lō, Sta'at'imc, Musqueam, Lil'wat7ul, Nie'kepmxcin, Tsilhqot'n, Dakelh*, and *Syilx* contributors

**ILLUSTRATOR**

Florene Belmore & others (contributing photographers)

**PUBLISHER**

Theytus Books

**READING LEVEL** 5 – 9**CURRICULUM AREAS**

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

**THEMES & TOPICS**

interconnectedness, relationships, story, ceremony, connection with the land, life cycles, diversity, contemporary Fraser basin watershed issues

**PUB DATE** 2015**PAGES** 151**DESCRIPTION**

This gorgeous and authentic book is a genuine collaboration among members of First Nations communities that live in the Fraser River watershed. Created with aim of “revitalizing ancient voices written in the land and river,” it presents memories and stories that represent the diverse cultures and that share a common focus on the river. As well, the anthology integrates archival photos, contemporary photos, and photos of First Nations art objects and artifacts.

**FEATURES**

- ▶ descriptions and acknowledgments that reflect a deeply collaborative and inclusive process

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## River Run

**AUTHOR, EDITOR, OR COMPILER**

Brandon Mitchell, *Mi'gmaq*

**ILLUSTRATOR**

Tara Audibert, *Mi'gmaq*

**PUBLISHER**

Aboriginal Health Network

**READING LEVEL** 5 – 7+**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

well-being, ceremony

**PUB DATE** 2010**PAGES** 40**DESCRIPTION**

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

**FEATURES**

- ▶ graphic novel format is appealing

## Ruler of the Forest: Why Raccoon Wears a Mask – yuw’i’na’qws tthu hwthuthiqut: nutsim’ yuhw ‘a’lu ‘ushus shtii’l’lus tthu sxayukw’us

BC

**AUTHOR, EDITOR, OR COMPILER**Ruby Peter and other members of the SD 79 Elders Advisory Group, *Cowichan***ILLUSTRATOR**

Sally Hart

**PUBLISHER**

School District 79, Cowichan Valley

**READING LEVEL** 3 – 7**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

creation story

**PUB DATE** 201?**PAGES** 40**DESCRIPTION**

This non-commercial, Creative Commons picture book is written in both English and Hul’q’umi’num’, and was specifically developed to support Hul’q’umi’num’ language revitalization efforts.

**FEATURES**

- ▶ the SD 79 website <http://abed.sd79.bc.ca> Hul’q’umi’num’ Resources page allows free download of this resource and links to an audio file (click on Web Based Ruler of the Forest) of Thomas Jones, *Cowichan Nation*, reading the story in Hul’q’umi’num’

## Salish Stories Series

BC

**AUTHOR, EDITOR, OR COMPILER**Celestine Aleck, *Snuneymuxw (Coast Salish)***ILLUSTRATOR**Joel Good, *Snuneymuxw (Coast Salish)***PUBLISHER**

Strong Nations Publishing

**READING LEVEL** 1 – 4**CURRICULUM AREAS**

- ▶ Science
- ▶ Social Studies
- ▶ Health Education

**THEMES & TOPICS**

identity, values, ceremony, and spirituality within Coast Salish cultures; seasons, plants, hunting, fishing, and food gathering

**PUB DATE** 2016**PAGES** 16**DESCRIPTION**

This set of 8 illustrated booklets includes a mix of informational texts and stories. The following are titles currently available in this series:

- ▶ *The Great Trade*
- ▶ *The Cedar*
- ▶ *Granny and I*
- ▶ *Taking Care of Our Mother Earth*
- ▶ *Sun and the Moon*
- ▶ *The Great Blanket of Moss*
- ▶ *Mom, How do you Make Smoked Fish?*
- ▶ *Raven and Wolf*

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**Salmon Boy: A Legend of the Sechelt People**

BC

**AUTHOR, EDITOR, OR COMPILER**Donna Joe, *Sechelt***ILLUSTRATOR**Charlie Craigan, *Sechelt***PUBLISHER**

Harbour Publishing

**READING LEVEL** 3 – 4**CURRICULUM AREAS**

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

**THEMES & TOPICS**

traditional knowledge, relationship with the natural world

**PUB DATE** 1999**PAGES** 18**DESCRIPTION**

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

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**The Scout**
**AUTHOR, EDITOR, OR COMPILER**David Alexander Robertson, mixed ancestry, including *Cree***ILLUSTRATOR**

Scott B. Henderson

**PUBLISHER**Highwater Press  
(Portage & Main Press)**READING LEVEL** 6 – 9**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

identity, World War II, First Nations veterans, storytelling

**PUB DATE** 2014**PAGES** 30**DESCRIPTION**

In this graphic novella, a mysterious veteran encounters a young First Nations girl by a monument in a Winnipeg park and proceeds to tell her the real-life story of Sergeant Tommy Prince, a World War II hero from the Brokenhead Ojibway Nation.

**FEATURES**

- ▶ graphic novel format is appealing

**Sealiya****BC****AUTHOR, EDITOR, OR COMPILER**Kwitelut t — Lena Jacobs, *Squamish***ILLUSTRATOR**Xwa-lack-tun — Rick Harry, *Squamish***PUBLISHER**

Traffod Publishing

**READING LEVEL** K – 2**CURRICULUM AREAS**

▶ English Language Arts

**THEMES & TOPICS**

community, storytelling

**PUB DATE** 2010**PAGES** 26**DESCRIPTION**

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

**FEATURES**

▶ text is included in both *Skw̓wú7mesh sníchim* and English

**Secret of the Dance****BC****AUTHOR, EDITOR, OR COMPILER**Andrea Spalding and Alfred Scow, *Kwakwaka'wakw***ILLUSTRATOR**

Darlene Gait, Coast Salish

**PUBLISHER**

Orca Book Publishers

**READING LEVEL** 2 – 4**CURRICULUM AREAS**

▶ English Language Arts  
▶ Social Studies

**THEMES & TOPICS**

performance, ceremony, tradition

**PUB DATE** 2006**PAGES** 32**DESCRIPTION**

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

**FEATURES**

▶ a corresponding Teacher Guide is available online at [www.orcabook.com/client/PDFs/TeachersGuides/Picturebooks/secretofthedance.pdf](http://www.orcabook.com/client/PDFs/TeachersGuides/Picturebooks/secretofthedance.pdf)

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## 7 Generations: A Plains Cree Saga

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**AUTHOR, EDITOR, OR COMPILER**

David Alexander Robertson, mixed ancestry, including *Cree*

**ILLUSTRATOR**

Scott B. Henderson

**PUBLISHER**

Highwater Press  
(Portage and Main Press)

**READING LEVEL** 7 – 9

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

survival, identity, intergenerational transmission of knowledge, family healing

**PUB DATE** 2010 2011      **PAGES** 128  
2012

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**DESCRIPTION**

This graphic novel, a compilation of four shorter graphic novels first published separately, follows one Plains Cree family from the early 19th century to the present day. Although some details may reinforce established stereotypical portrayals of First Nations peoples, the content for the most part aligns well with historical fact.

**FEATURES**

- ▶ engaging and easy to read
- ▶ the narrative line in this graphic novel is not always easy to follow (single discrete frames, juxtaposing material from differing time periods with some “jumps” between one and the next)

**CAUTIONS**

- ▶ Violence — accounts of residential schooling portray a priest hitting a child and allude to the sexual abuse of a child
- ▶ Language — derogatory comments about First Peoples as savages
- ▶ Safety — allusions to, or depictions of, suicide (via overdose, hanging), alcoholism, addiction, death of children due to accident, and death via smallpox are all part of this story

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## Shannen and the Dream for a School

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**AUTHOR, EDITOR, OR COMPILER**

Janet Wilson, with the participation and support of members of the Attawapiskat community

**ILLUSTRATOR**

Native Northwest, various

**PUBLISHER**

Second Story Press

**READING LEVEL** 7 – 9

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies
- ▶ Social Justice

**THEMES & TOPICS**

critical thinking, social justice, Canadian politics and law, personal awareness & responsibility, activism, human rights in Canada, life in a northern community

**PUB DATE** 2011

**PAGES** 208

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**DESCRIPTION**

This is the true story of Shannen Koostachin and the people of Attawapiskat, a Cree community in Northern Ontario, who have been fighting for a new school since the late 1970s when a fuel leak contaminated their original school building. In 2008 thirteen-year-old Shannen and the other students at J.R. Nakogee Elementary are tired of attending class in portables that smell and don't keep out the freezing cold winter air. They make a YouTube video describing the poor conditions, and their plea for a decent school gains them attention and support from community leaders and children across the country. Inspired, the students decide to turn their grade-eight class trip into a visit to Ottawa to speak to the Canadian government. Once there, Shannen speaks passionately to the politicians about the need to give First Nations children the opportunity to succeed. The following summer, Shannen is nominated for the International Children's Peace Prize. Her passion and that of the other students makes politicians stand up and take notice, and becomes a rallying point for the community and for the country.

**CAUTIONS**

- ▶ Other - although the story is true, much of the dialogue has been reconstructed (i.e., fictionalized), drawing on the recollections of Shannen's family and others involved and with their blessing (sadly Shannen herself was killed in a car crash in 2010)

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## Sharing Our World: Animals of the Native Northwest Coast

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**BC**

**AUTHOR, EDITOR, OR COMPILER**

Native Northwest, various

**ILLUSTRATOR**

Native Northwest, various

**PUBLISHER**

Native Northwest

**READING LEVEL** K – 3

**CURRICULUM AREAS**

- ▶ English Language Arts

**THEMES & TOPICS**

symbolism, relationship with the natural world

**PUB DATE** 2010

**PAGES** 24

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**DESCRIPTION**

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

**Shi-shi-etko**

BC

**AUTHOR, EDITOR, OR COMPILER**Nicola I. Campbell, *Interior Salish / Métis***ILLUSTRATOR**

Kim LeFave

**PUBLISHER**

Groundwood Books

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

family, wisdom, traditional knowledge, residential schools

**PUB DATE** 2005**PAGES** 32**DESCRIPTION**

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

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

**Shin-chi’s Canoe**

BC

**AUTHOR, EDITOR, OR COMPILER**Nicola I. Campbell, *Interior Salish / Métis***ILLUSTRATOR**

Kim LeFave

**PUBLISHER**

Groundwood Books

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

family, wisdom, traditional knowledge, residential schools

**PUB DATE** 2008**PAGES** 32**DESCRIPTION**

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

**CAUTIONS**

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

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## The Special Visitor

BC

**AUTHOR, EDITOR, OR COMPILER**Noreen Pankewich, *Stó:lō***ILLUSTRATOR**Noreen Pankewich, *Stó:lō***PUBLISHER**

School District No. 73 (Kamloops/Thompson)

**READING LEVEL** 1 – 2**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

traditional knowledge, traditional technologies

**PUB DATE** 2006**PAGES** 14**DESCRIPTION**

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

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## Spirit of the White Bison

**AUTHOR, EDITOR, OR COMPILER**Beatrice Culleton, *Métis***ILLUSTRATOR**Robert Kakaygeesick Jr., *Ojibwe***PUBLISHER**

Portage &amp; Main Press

**READING LEVEL** 5 – 7+**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

tradition and modernity, relationship with the natural world, continuity, First Peoples-European contact

**PUB DATE** 1996

(revised)

**PAGES** 64**DESCRIPTION**

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

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

**Stories of Robin Town Series****BC****AUTHOR, EDITOR, OR COMPILER**

James Andrew McDonald

**ILLUSTRATOR**Gerald Samson, *Tsimshian***PUBLISHER**

Gila Kyew Nluulk Head Start and Daycare

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

family and community roles, decision making, traditional knowledge

**PUB DATE** 2008**PAGES** 16-20**DESCRIPTION**

Three initial titles in this series of picture books depicting the history of the Kitsumkalum people are:

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

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

*The Salmon Are Gone* This title describes how two clans were relocated to another area within their traditional territory due to a rock slide that affected their salmon supply.

**FEATURES**

- ▶ books incorporate Tsimshian text in context, and provides translation and pronunciation guide

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## A Stranger at Home: A True Story

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**AUTHOR, EDITOR, OR COMPILER**

Christy Jordan-Fenton and Margaret Pokiak-Fenton, *Inuit*

**ILLUSTRATOR**

Liz Amini-Holmes

**PUBLISHER**

Annick Press

**READING LEVEL** 5 – 8

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

residential schooling, Inuit culture, language, and history; family dynamics, social and emotional learning, belonging

**PUB DATE** 2011

**PAGES** 128

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**DESCRIPTION**

This memoir deals with 10-year-old Margaret Pokiak's return to her home community in the arctic following two years at a residential school run by the church. Coming ashore, Margaret spots her family, but her mother barely recognizes her, screaming, "Not my girl." Margaret realizes she is now marked as an outsider. She has forgotten the language and stories of her people, and she now finds the food her mother prepares unfamiliar and displeasing. Slowly, Margaret must relearn her language and her family's way of living. Along the way, she discovers how important it is to remain true to the ways of her people—and to herself.

**FEATURES**

- ▶ includes an appendix containing information about residential schooling and a scrapbook of black & white photographs that relate to the story

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## Strength and Struggle: Perspectives from First Nations, Inuit, and Métis Peoples in Canada

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**AUTHOR, EDITOR, OR COMPILER**

Rachel A. Mishenene, *Anishinaabe* &  
Dr. Pamela Rose Toulouse, *Anishinaabe (Sagamok First Nation)*

**ILLUSTRATOR**

various First Nations & Métis artists

**PUBLISHER**

McGraw-Hill Ryerson

**READING LEVEL** 7 – 9

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies
- ▶ Science
- ▶ Arts Education (Visual Arts)

**THEMES & TOPICS**

identity, traditional ways of teaching & learning, goal setting & realization, struggle and resilience, self-determination, history

**PUB DATE** 2011

**PAGES** 148

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**DESCRIPTION**

This anthology of interviews, essays, memoirs, and various types of creative pieces (poetry, graphic journal, story) captures perspectives and insight from a variety of contemporary First Nations, Métis, and Inuit artists, thinkers, jurists, and other public figures.

**FEATURES**

- ▶ two alternate Tables of Contents show differing ways of grouping the selections included in the anthology – allowing for a richly layered perspective on the contents
- ▶ support for discussion of the selections includes explicit questions focused on big ideas (e.g., “How have your experiences defined your identity?” “What would you stand up for?”); for each selection there are also thinking and discussion prompts of things to consider before, during, after, and beyond reading the individual selection
- ▶ author statements and/or biographies help provide context for each selection
- ▶ glossaries of literary terms and of First Nations, Métis, and Inuit terms help ensure that the material is at all times accessible to a range of readers

**Strong Readers Guided Reading Series – Set A****BC****AUTHOR, EDITOR, OR COMPILER**Donna Klockars, Terri Mack (*Da'naxda'xw Awaetlala Nation*), Brenda Boreham**ILLUSTRATOR**Bill Helin *Ts'msyen***PUBLISHER**

Strong Nations Publishing

**READING LEVEL** K – 1**CURRICULUM AREAS**

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

**THEMES & TOPICS**

see individual book titles below

**PUB DATE** 2012 - 2013    **PAGES** from 8-16**DESCRIPTION**

The books in this series engage learners in science, numeracy, social responsibility, health, language arts, and oral language teachings. Many titles are interwoven with other books in the series, providing students with opportunities to make connections. The books contain stories and informational text along with beautiful illustrations and photographs.

The books are levelled (levels 1-10), with 40 titles for beginning readers. The following are titles reviewed in this series. Many of the other 34 titles in this series are likewise commendable, though users are advised that some might not be deemed authentic according to the identified criteria:

- ▶ *Fish for Supper*
- ▶ *Salmon to Share*
- ▶ *Just Like Grandma*
- ▶ *A Circle of Friends*
- ▶ *Bannock Surprise*
- ▶ *Let's Go For a Paddle*

**Strong Readers Guided Reading Series – Set B****BC****AUTHOR, EDITOR, OR COMPILER**Donna Klockars, Terri Mack (*Da'naxda'xw Awaetlala Nation*), Brenda Boreham**ILLUSTRATOR**Bill Helin *Ts'msyen***PUBLISHER**

Strong Nations Publishing

**READING LEVEL** 1 – 2**CURRICULUM AREAS**

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

**THEMES & TOPICS**

see individual book titles below

**PUB DATE** 2012 - 2013    **PAGES** from 8-16**DESCRIPTION**

The books in this series engage learners in science, numeracy, social responsibility, health, language arts, and oral language teachings. Many titles are interwoven with other books in the series, providing students with opportunities to make connections. The books contain stories and informational text along with beautiful illustrations and photographs.

The books are levelled, with 40 titles for emergent readers. The following are titles reviewed in this series. Many of the other 38 titles in this series are likewise commendable, though users are advised that some might not be deemed authentic according to the identified criteria:

- ▶ *Planning the Feast*
- ▶ *Cedar - The Tree of Life*

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## Strong Readers Métis Series

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**AUTHOR, EDITOR, OR COMPILER**Leah Marie Dorion, *Métis***PHOTOGRAPHY / DESIGN**Terri Mack (*Da'naxda'xw Awaetlala Nation*)**PUBLISHER**

Strong Nations Publishing

**READING LEVEL** K – 1**CURRICULUM AREAS**

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

**THEMES & TOPICS**

see individual book titles below

**PUB DATE** 2012 - 2013    **PAGES** from 8-16**DESCRIPTION**

This leveled reader set (for emergent readers) contains 8 titles for a range of early readers. The following are titles in this series:

- ▶ *My Métis Sash*
- ▶ *Métis People Travel!*
- ▶ *I Can Bead*
- ▶ *Giving Thanks*
- ▶ *A Métis New Year*
- ▶ *Two Métis Vests*
- ▶ *A Red River Cart*
- ▶ *Ways to Carry a Métis Baby*

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## Sugar Falls: A Residential School Story

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**AUTHOR, EDITOR, OR COMPILER**David Alexander Robertson, mixed ancestry, including *Cree*, based on the true story of Betty Ross, *Cross Lake First Nation***ILLUSTRATOR**

Scott Henderson

**PUBLISHER**Highwater Press  
(Portage and Main Press)**READING LEVEL** 7 – 9+**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

residential schooling, intergenerational teaching, identity, resilience/survival

**PUB DATE** 2011    **PAGES** 40**DESCRIPTION**

Dealing with the difficult subject of residential schooling, this graphic novel does an excellent job of representing the experience. The outcome for Betty, the survivor, is contrasted with the outcome for her friend Flora, who is drowned attempting to leave the school. References to the physical and sexual abuse of children and to the racist attitudes that informed much of residential school practice may need to be discussed with students.

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## Taanishi Books

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**AUTHOR, EDITOR, OR COMPILER**Wilfred Burton & Angela Caron, *Métis***PHOTOGRAPHER**

Peter Beszterda

**PUBLISHER**

Gabriel Dumont Institute

**READING LEVEL** K – 2**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

Métis traditions and history, similarities and differences among families, dance, clothing, foods, fiddling, the significance of place

**PUB DATE** 2014**PAGES** from 8-16**DESCRIPTION**

This leveled reader set (for emergent readers) contains 27 books grouped under 9 different themes, all relating to Métis culture.

**FEATURES**

- ▶ each book has a designated difficulty level from A (easiest) to I (most advanced); each also includes word count information, cultural connections, and a lesson plan
- ▶ some of the titles feature children's art

The following are titles in this series:

- |  |                                       |                                      |
|--|---------------------------------------|--------------------------------------|
| ▶ <i>Bang! Beigne!</i>                     | ▶ <i>Andy Learns to Fiddle</i>        | ▶ <i>Let's Make a Métis Flag Pin</i> |
| ▶ <i>The Sash</i>                          | ▶ <i>What's for Lunch?</i>            | ▶ <i>Is there a Roogaroo in You?</i> |
| ▶ <i>Where's the Roogaroo?</i>             | ▶ <i>Back to Batoche Days</i>         | ▶ <i>The Métis Star Dance</i>        |
| ▶ <i>Dancing Shapes Grade</i>              | ▶ <i>Making Beignes with Kohkum</i>   | ▶ <i>All about the Sash</i>          |
| ▶ <i>We Are Métis!</i>                     | ▶ <i>Do You Believe in Roogaroos?</i> |                                      |
| ▶ <i>Where is the Métis Flag</i>           | ▶ <i>The Métis Dance Shapes</i>       |                                      |
| ▶ <i>Yummy Yummy in My Tummy</i>           | ▶ <i>Batoche Cheerleader</i>          |                                      |
| ▶ <i>Squeak Squawk</i>                     | ▶ <i>Maria Beads a Flower</i>         |                                      |
| ▶ <i>I Spy Flower Beadwork</i>             | ▶ <i>High in the Sky</i>              |                                      |
| ▶ <i>What do you Like on Your Beignes?</i> | ▶ <i>The Fiddle Competition</i>       |                                      |
| ▶ <i>Time to Dance</i>                     | ▶ <i>Rabooboo Stew For Lunch</i>      |                                      |

**Taan's Moons: A Haida Moon Story****BC****AUTHOR, EDITOR, OR COMPILER**

Alison Gear with support and contributions from Tawni Davidson, *Haida*, Beng Favreau, *Haida*, Joanne Yovanovic, and various Haida Elders

**ILLUSTRATOR**

Kiki Van der Heiden, and children of Haida Gwaii

**PUBLISHER**

McKellar & Martin

**READING LEVEL** 2 – 5

**CURRICULUM AREAS**

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

**THEMES & TOPICS**

Haida language, knowledge, traditions, and culture, as well as relationship to the natural world

**PUB DATE** 2014

**PAGES** 48

**DESCRIPTION**

This wonderfully engaging and thoughtful story recounts one version of the Haida Moon cycle. It follows Taan (which means “bear” in Haida) as she experiences the wonder of the unfolding seasons.

**FEATURES**

- ▶ written in English with some Haida sections, which are written in two differing dialects of Haida, Old Masset Haida and Skidegate Haida
- ▶ includes photographic portrayals of people (including Haida children), animals, and nature, some of which depict fabric art renderings of these subjects

**Tsimshian Language Series: Teachings of our Grandfathers Series****BC****AUTHOR, EDITOR, OR COMPILER**

Dorothy Brown, Henry Reeves, Ken Campbell, Joseph Bradley, Agnes Haldane, Sam Bennett, Dan Gasin, Henry Kelly, Heber Clifton, Cecilia Venn, Arthur Lewis, William Beynon, Matthew Johnson, Charles Barton, Fed Johnson, John Tate, Henry Pierce, Walter Wright, James Lewis, Robert Stewart, Susan Marsden

**ILLUSTRATOR**

Vern Brown, Sara Porter, Belli Helin, Fred Alexcee, Gordon Miller, Lisa Ireton, Charles Dudoward, Gordon Lockerby, Sarah Gosnell

**PUBLISHER**

The Tsimshian Chief for Tsimshian Children Present and Future

**READING LEVEL** 4 – 7**CURRICULUM AREAS**

- ▶ Social Studies
- ▶ Sm'algayax Language Studies
- ▶ English Language Arts

**THEMES & TOPICS**

Ts'msyen language teaching, Ts'msyen culture and history

**PUB DATE** 1992**PAGES** various**DESCRIPTION**

This seven-volume set is based on the *adaawx* of the Tsimshian. Much of the content is a written description of oral stories or narratives. The following are the 7 books in the series:

*Volume 1: The Tsimshian, Trade and the Northwest Coast Economy* (focuses on Ts'msyen social, political, and economic systems; also on interactions among civilizations)

*Volume 2: Rituals and Respect and the Sea Otter* (focuses on Ts'msyen origins, core beliefs & narratives, and on the impact of religion; also on hunting – protocols, methods – and the varied purposes of texts)

*Volume 3: Saaban: The Tsimshian and Europeans Meet* (focuses on conflict and cooperation among Ts'msyen and Europeans)

*Volume 4: Fort Simpson, Fur Fort at Laxlg'alaams* (focuses on humans and their environment; also on early contact, conflict, and cooperation among Ts'msyen and Europeans; other topics include the Hudson's Bay Co., ways of life among the Ts'msyen, and the varied purposes of texts)

*Volume 5: When the Aleuts were on Tsimshian Territory* (focuses on humans and their environment; also on early contact, conflict, and cooperation among Ts'msyen and Europeans; other topics include the Hudson's Bay Co., ways of life among the Ts'msyen, and the varied purposes of texts)

*Volume 6: Conflict at Gits'ilaasu* (focuses on contact, conflict, trade, and cooperation among local First Nations and Europeans)

*Volume 7: The Story of the House of Nistgumiik* (focuses on humans and their environment; also deals with crests, clans, and the power of houses)

**FEATURES**

- ▶ with the exception of Volume 4 and Volume 6 (in English only), all are written in both Sm'algayax and English
- ▶ Volume 4 includes historical documents related to trading (ship logs, fort records, maps, etc.)

**CAUTIONS**

- ▶ Other - Volume 2 mentions the sexual abstinence required of hunters before a hunt
- ▶ Safety - Volume 3 mentions using urine and ear wax for particular activities
- ▶ Violence - Volumes 5 and 6 mention of Aleuts being killed and cremated; Volume 6 makes mention of a Nisga'a chief being killed; Volume 7 mentions a trick that involves the pretense that a child has been scalped

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## Thirteen Moons on Turtle's Back

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**AUTHOR, EDITOR, OR COMPILER**Joseph Bruchac, *Abenaki***ILLUSTRATOR**

Thomas Locker

**PUBLISHER**

Puffin Books

**READING LEVEL** 2 – 4**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education
- ▶ Mathematics
- ▶ Science
- ▶ Social Studies

**THEMES & TOPICS**

traditional knowledge, beliefs, storytelling, relationship to the natural world

**PUB DATE** 1997**PAGES** 32**DESCRIPTION**

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

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## Three Feathers

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**AUTHOR, EDITOR, OR COMPILER**Richard Van Camp, *Dene (Dogrib/Tlicho Nation)***ILLUSTRATOR**

Krystal Mateus

**PUBLISHER**Highwater Press  
(Portage and Main Press) (The Debwe Series)**READING LEVEL** 8 – 9**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Indigenous Language learning
- ▶ Social Studies

**THEMES & TOPICS**

restorative justice, stewardship, traditional teachings, relationship with the land, spirituality

**PUB DATE** 2015**PAGES** 48**DESCRIPTION**

This graphic novel (available in selected Indigenous languages, as well as English) weaves together the stories of three young men who have committed crimes within their community. They are sent by its Elders to live nine months on the land as part of the circle sentencing process. Their time there is transformative, and they return home changed. Their experience, and changed relationships with the community members they have harmed, speak to the power and grace of restorative justice in First Nations communities.

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## Tilly: A Story of Hope and Resilience

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**AUTHOR, EDITOR, OR COMPILER**

Monique Gray Smith, *Cree/Lakota*

**ILLUSTRATOR****PUBLISHER**

Sono Nis Press

**READING LEVEL** 9+**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

forced displacement, residential schooling, 60s scoop-up, personal and cultural resilience, cultural connections

**PUB DATE** 2013

**PAGES** 90

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**DESCRIPTION**

This story about a young Indigenous woman coming of age in Canada in the 1980s will prove both engaging and challenging for young adult readers. Tilly, the main character overcomes abuse, illness, and addiction.

**FEATURES**

- ▶ a glossary of terms and a list of discussion questions supplement this novel

**CAUTIONS**

- ▶ Ethical/Legal - the novel contains several references to substance abuse (alcoholism, underage drinking, marijuana use) and its consequences (e.g., halfway through the story, another character, tells Tilly about killing a family of four by drinking and driving; on another occasion, Tilly drinks until she blacks out at a party; she wakes up undressed and is later told that photos of her were taken – something she does not remember)
- ▶ Language - there are instances of racist language and profanity

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## Turtle Island Voices Series

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**AUTHOR, EDITOR, OR COMPILER**

David Bouchard, *Métis*, Robert Cutting, *Kanien'kehaka (Mohawk)*, and Robyn Michaud-Turgeon, *Anishinaabe*

**ILLUSTRATOR****PUBLISHER**

Rubicon Publishing Inc.

**READING LEVEL** 1 – 8

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies
- ▶ Core French
- ▶ Science
- ▶ Mathematics
- ▶ Applied Design, Skills, and Technologies

**THEMES & TOPICS**

varied aspects of First Peoples' lives, cultures, and heritages, across Canada

**PUB DATE** 2014

**PAGES** various

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**DESCRIPTION**

Turtle Island Voices is a series of titles designed to foster awareness and understanding of First Peoples' cultures in Canada for both First Peoples and non-Indigenous learners. The books reflect a wide variety of cultural areas from Canada's west coast to the east. There are traditional stories, modern stories, and informational texts.

**FEATURES**

- ▶ each book has a designated difficulty level
- ▶ there is a 120-page teacher's guide for each grade of the Turtle Island Voices series, which includes detailed, guided instruction for each Student Book
- ▶ materials for grades 1-6 are available in French
- ▶ CD-ROM disks are available containing projectable versions of each title

**CAUTIONS**

- ▶ Other - although the developers made efforts to maintain authenticity of content, there may be some titles in the series for which appropriate community endorsement (i.e., re the authenticity of content) has not been obtained; as an example, the story in *Marvelous Machines* (grade 7) may not be endorsed by the Council of Haida Nation

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## Unusual Friendships: A Little Black Cat and a Little White Rat

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**AUTHOR, EDITOR, OR COMPILER**Beatrice Culleton Mosionier, *Métis***ILLUSTRATOR**

Rebecca Belmore

**PUBLISHER**

Theytus Books

**READING LEVEL** 3 – 4**CURRICULUM AREAS**

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

**THEMES & TOPICS**

belonging, identity, respect, friendship

**PUB DATE** 2002**PAGES** 28**DESCRIPTION**

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

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

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## Urban Tribes

**BC****AUTHOR, EDITOR, OR COMPILER**Lisa Charleyboy, *Tsilhqot'in*, and Mary Beth Leatherdale (eds.) with multiple Indigenous contributors**ILLUSTRATOR****PUBLISHER**

Annick Press

**READING LEVEL** 7 – 9+**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

stereotypes, racism, relationships, history, culture, identity and self-esteem, community, leadership, tolerance

**PUB DATE** 2015**PAGES** 136**DESCRIPTION**

This anthology of essays, stories, interviews, graphics, and visual journals focuses on First Nations contributors throughout North America who live “off the rez” in urban spaces. Contributors explore a wide-range of topics, from the trials and tribulations of dating in the city to the alienating experience of leaving a remote reserve to attend high school in the city, and from the mainstream success of Electric Pow wow music to the humiliation of dealing with racist school mascots.

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## A Walk on the Tundra

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**AUTHOR, EDITOR, OR COMPILER**

Rebecca Hainnu, *Inuit*, and Anna Ziegler, with the support of the Qikiqtani Inuit Association

**ILLUSTRATOR**

Qin Leng

**PUBLISHER**

Inhabit Media Inc.

**READING LEVEL** 3 – 5

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

Inuit culture and environment, tundra plants and their traditional uses, Elders, intergenerational teaching

**PUB DATE** 2011

**PAGES** 48

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**DESCRIPTION**

*A Walk on the Tundra* follows Inuujaq, a little girl who travels with her grandmother onto the tundra. There, Inuujaq learns that these tough little plants are much more important to Inuit than she originally believed.

**FEATURES**

- ▶ in addition to an informative storyline that teaches the importance of plants, this book includes a “field guide” with photos and scientific information about a wide array of Arctic plants; it also includes a glossary of Inuktitut words and phrases (with pronunciation guide)
- ▶ an online “book study” (Teacher’s Guide) is available

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## We All Count: A Book of Cree Numbers

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**AUTHOR, EDITOR, OR COMPILER**

Julie Flett, Métis, *Cree*

**ILLUSTRATOR**

Julie Flett, Métis, *Cree*

**PUBLISHER**

Native Northwest

**READING LEVEL** K – 1

**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Cree language learning
- ▶ Mathematics (basic numeracy)

**THEMES & TOPICS**

counting 1-10

**PUB DATE** 2014

**PAGES** 20

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**DESCRIPTION**

Each successive two-page spread in this board book introduces one of the numbers from 1-10.

**FEATURES**

- ▶ as a supplement to the English text, the Cree word for each number is provided in the Cree language; a pronunciation guide at the front is supplied by the Cree Literacy Network

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## We All Count: Book of Ojibway Art

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**AUTHOR, EDITOR, OR COMPILER**Jason Adair, *Ojibway***ILLUSTRATOR**Jason Adair, *Ojibway***PUBLISHER**

Native Northwest

**READING LEVEL** K – 1**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Ojibway language learning
- ▶ Arts Education (Visual Arts)
- ▶ Mathematics (basic numeracy)

**THEMES & TOPICS**

Ojibway artistic tradition/style, counting

**PUB DATE** 2013**PAGES** 20**DESCRIPTION**

Each successive two-page spread in this attractive little board book introduces one of the numbers from 1-10.

**FEATURES**

- ▶ As a supplement to the English text, the Ojibway word for each number is provided in the Ojibway language (with both spelled and a phonetic renderings).

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## We Visit Granny

**BC****AUTHOR, EDITOR, OR COMPILER**Noreen Pankewich, *Stó:lō***ILLUSTRATOR**Noreen Pankewich, *Stó:lō***PUBLISHER**

School District No. 73 (Kamloops/Thompson)

**READING LEVEL** K – 1**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

family

**PUB DATE** 2006**PAGES** 20**DESCRIPTION**

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

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## We'gyet Wanders On: Legends of the Northwest

BC

**AUTHOR, EDITOR, OR COMPILER**Ksan Book Builders (Kitanmax School of Northwest Coast Indian Art), *Gitxsan***ILLUSTRATOR**Ken Mowat, Vernon Stephen, and Sandy *Heybroek***PUBLISHER**

Hancock House

**READING LEVEL** 6 – 7+**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

traditional knowledge, trickster, ways of learning, storytelling

**PUB DATE** 2006 rev.      **PAGES** 72**DESCRIPTION**

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

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

**FEATURES**

- ▶ text is in both English and Gitxsan

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## When I was Eight

**AUTHOR, EDITOR, OR COMPILER**Christy Jordan-Fenton and Margaret Pokiak-Fenton, *Inuit***ILLUSTRATOR**

Gabrielle Grimard

**PUBLISHER**

Annick Press

**READING LEVEL** 4 – 7**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

residential schooling, family, change, relationships, independence

**PUB DATE** 2013      **PAGES** 32**DESCRIPTION**

This is an adaptation for younger readers of Fatty Legs, Margaret Pokiak's story about her residential school experience. At school young Margaret perseveres in her quest to learn how to read, even when she is bullied and tormented by one of the nuns.

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## When the Spirits Dance: A Cree Boy's Search for the Meaning of War

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**AUTHOR, EDITOR, OR COMPILER**Larry Loyie, *Cree***ILLUSTRATOR**

Constance Brissenden

**PUBLISHER**

Theytus

**READING LEVEL** 4 – 7**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

WWII, First Nations servicemen/ servicewomen and veterans, change and adaptation, coming of age

**PUB DATE** 2006**PAGES** 44**DESCRIPTION**

This story of growing up during the war years in Canada describes the challenges that faced First Nations families when a provider left to serve in the forces. A young boy is forced to call upon learned skills and teachings to make his way in a changed world.

**FEATURES**

- ▶ includes archival photos of Slave Lake AB in the 1940s and the author's family
- ▶ includes a glossary of Cree words

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## Where Did You Get Your Moccasins?

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**AUTHOR, EDITOR, OR COMPILER**Bernelda Wheeler, *Cree & Saulteaux***ILLUSTRATOR**

Herman Bekkering

**PUBLISHER**

Portage &amp; Main Press

**READING LEVEL** K – 2**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education

**THEMES & TOPICS**

traditional knowledge, sharing, and respect

**PUB DATE** 1993**PAGES** 24**DESCRIPTION**

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

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## Where I Belong

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**AUTHOR, EDITOR, OR COMPILER**Tara White, *Mohawk***ILLUSTRATOR**

Herman Bekkering

**PUBLISHER**

Trade Wind Books

**READING LEVEL** 7 – 9**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Social Studies

**THEMES & TOPICS**

Oka uprising, identity, adoption, family, young romance, intergenerational teaching, diabetes, resistance, dreams, culture, racism

**PUB DATE** 2014**PAGES** 109**DESCRIPTION**

This novel of self-discovery and redemption takes place during the Oka Crisis of the summer of 1990. Having been adopted as an infant, Carrie has always felt out of place—and recurring dreams keep warning that someone close to her will be badly hurt. When she finds out that her birth father is living in Kahnawake, Quebec, she goes there and finally finds in a place she truly belongs.

**CAUTIONS**

- ▶ Violence - descriptions of the Oka events and an account of dreams include violent events and images (guns, shooting, blood, explosions)
- ▶ Ethical/Legal - racism is portrayed (on the part of a police officer and a store customer, directed at protagonist and her family)

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## Which Way Should I Go?

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**AUTHOR, EDITOR, OR COMPILER**Bernelda Wheeler, *Cree & Saulteaux***ILLUSTRATOR**

Kasia Charko

**PUBLISHER**

Sono Nis Press

**READING LEVEL** 3 – 4**CURRICULUM AREAS**

- ▶ English Language Arts
- ▶ Health Education
- ▶ Music

**THEMES & TOPICS**

family, loss, decision-making

**PUB DATE** 2008**PAGES** 40**DESCRIPTION**

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

**FEATURES**

- ▶ a corresponding Teacher Guide is available online at [sononis.com/tg135.pdf](http://sononis.com/tg135.pdf)
- ▶ to hear the song featured in the book, visit [www.youtube.com/watch?v=89IOGqfjESU](http://www.youtube.com/watch?v=89IOGqfjESU)

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

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**AUTHOR, EDITOR, OR COMPILER**Vital Thomas, *Thcho***ILLUSTRATOR**Archie Beaulieu, *Dene***PUBLISHER**

Theytus Books

**READING LEVEL** 3 – 4**CURRICULUM AREAS**

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

**THEMES & TOPICS**

traditional knowledge, relationship with the natural world

**PUB DATE** 2007**PAGES** 44**DESCRIPTION**

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

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## Yetsa’s Sweater

BC

**AUTHOR, EDITOR, OR COMPILER**Sylvia Olsen, *Tsartlip***ILLUSTRATOR**

Joan Larson

**PUBLISHER**

Sono Nis Press

**READING LEVEL** 2 – 3**CURRICULUM AREAS**

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

**THEMES & TOPICS**

family, traditional knowledge, seasonal activities

**PUB DATE** 2006**PAGES** 40**DESCRIPTION**

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

**FEATURES**

- ▶ a corresponding Teacher Guide is available online at [www.sononis.com/tg126.pdf](http://www.sononis.com/tg126.pdf)

# 3 INDEX OF RESOURCES

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

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

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

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>The Adventures of Txamsm Series</i>	Tsimshian	3 – 5	traditional knowledge, trickster, ways of learning
<i>After School</i>	Stó:lō	K – 1	school, friendship, fun
<i>Alego</i>	Nunavut	2 – 3	relationship to the natural world, family, traditions
<i>An Aboriginal Alphabet</i>	Kwakwaka'wakw	K – 1	letters of the alphabet; people, places, and events in First Nations communities
<i>Animal World</i>	Heiltsuk	K – 1	animals of the BC coast
<i>B Is for Basketball: An Alphabet Book</i>	Haida	2 – 3	sports, community, teamwork, fair play
<i>The Bannock Book</i>	Métis	K – 3	family, healthy choices
<i>Beaver Steals Fire</i>	Salish	2-3	traditional knowledge, fire, relationships, teamwork
<i>Beneath Raven Moon</i>	Métis, Kwakwaka'wakw	5 – 9	trickster, creation stories, traditional celestial knowledge
<i>Big and Small: with Northwest Coast Native Art</i>	Haida, Heiltsuk, Coast Salish, Namgis	K	sizes (big and small), animal names, coastal First Nations art forms
<i>A Blanket of Butterflies</i>	Dene (Dogrib/Tlicho Nation)	4 – 7	identity, family, hereditary gifts, WWII, Dene laws, power of the spirit world
<i>Byron through the Seasons</i>	Dene	3	seasons, seasonal activities
<i>The Canoe He Called Loo Taas</i>	Haida	2 – 3	traditional technologies (canoes)
<i>Caring for Me Series</i>	Cree, Anishinaabe, Thompson, Inuit/Montagnais, Penticton, Métis	2-3	nutrition, exercise, hydration, rest, sleep, personal hygiene, health care, family medicine, oral health, well-being, healthy choices, accident & injury prevention, passenger safety, self-reliance, vitality, sustainability, recycling, composting, gardening

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>Catching Spring</i>	Tsartlip	4 – 5	family and community roles, traditional knowledge
<i>Cedar Readers Series</i>	Kwakwaka'wakw	pre-K – 1	relationship to the natural world, traditional knowledge, counting
<i>Cedar Readers A to Z Series</i>	Kwakwaka'wakw	pre-K – 2	English alphabet letters and sounds used at the beginnings of words, culturally valued activities and items
<i>Ch'askin: A Legend of the Sechelt People</i>	Sechelt	3 – 4	traditional knowledge, storytelling, Thunderbird
<i>Chiwid</i>	Tsilhqot'in	7+	seasonal cycles, relationships, spirituality, co-operation, rights and responsibilities
<i>Christmas at Wapos Bay</i>	Cree	4 – 6	family, traditional knowledge
<i>Chuck in the City</i>	Cree, Haida	3 – 5	adventure, safety
<i>The Class Hike</i>	Stó:lō	K – 1	relationship to the natural world, traditional knowledge, respect
<i>Counting on Hope</i>	Coast Salish / Lamalcha, Tsartlip	6 – 7+	tradition and modernity, time and place, ownership
<i>Counting to 100 in the Bighouse</i>	Kwakwaka'wakw	K – 2	basic numeracy
<i>Cloudwalker</i>	Ts'msyen, Haida, Heiltsuk	3-7	weather, river ecology, the water cycle, identity, choices, community
<i>Colour and Draw: Northwest Coast Native Formline</i>	various coastal First Nations artists	4 – 9	elements and principles of visual composition
<i>Colouring Journal: Northwest Coast First Nations and Native Art</i>	Musqueam, Coast Salish	4 – 9	family, identity, goal setting, conflict, patience, personal growth
<i>A Coyote Solstice Tale</i>	Cherokee	4 – 6	Christmas, consumerism, sharing, family, environment, trickster, solstice

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>Dancing in My Bones</i>	Métis	4 – 6	performance, relationships, beliefs, ceremony
<i>Dancing with the Cranes</i>	Okanagan	2 – 5	birth, life, death; change; birds/migration; cultural teachings; family; cycles of nature
<i>Darkness Calls</i>	Cree	5 – 7+	well-being, self-reliance, bullying, suicide, depression, mental health
<i>Deadly Loyalties</i>	Ojibway (Couchiching First Nation)	9+	teen pressures, gang violence, life on the street, choices, belonging
<i>Dipnetting with Dad</i>	Secwepemc	1 – 3	family values & community living, multi-generational teaching, coming of age, fishing processes, food preparation
<i>Discover the Animals: First Nations and Native Art Colouring and Learning Book</i>	various	pre-K – 1	animals, symbolism and significance of imagery in varied First Nations cultures
<i>Dream Catcher</i>	Woodland Cree	5 – 7	continuity, art, relationship with spirit world
<i>Dreaming in Indian</i>	Tsilhqot'in, plus other Indigenous contributors	8 – 9	youth perspectives
<i>Eaglecrest Books – Set A</i>	Haida	2 – 4	family and community roles
<i>Eaglecrest Books – Set B</i>	Haida	2 – 4	family and community roles
<i>The Elders are Watching</i>	Métis	5 – 9	stewardship, sustainability, environment, sustainability, community, culture, the value of Indigenous knowledge
<i>Explore the Animals: Colouring and Learning Book</i>	various	pre-K – 1	animals

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>Exploring Quatsino</i>	Kwakwaka'wakw	3 – 4	traditional knowledge, tradition, family and community roles
<i>Exploring Ts'ax̓is</i>	Kwakwaka'wakw	3 – 4	traditional knowledge, tradition, family and community roles
<i>Exploring Tsulquate</i>	Kwakwaka'wakw	3 – 4	traditional knowledge, tradition, family and community roles
<i>Fatty Legs</i>	Inuit	8 – 9	residential schooling, family, change, relationships
<i>Fiddle Dancer</i>	Timiskaming, Métis	4 – 6	tradition, relationships, grief and loss, performance
<i>A First Nations Alphabet: ABC Book</i>	Stó:lō	pre-K – 1	literacy, traditions
<i>A First Nations Alphabet to Read and Draw</i>	Stó:lō	1 – 2	literacy, traditions, art
<i>From Lishamie</i>	Dene (Deh Gah Got'ie First Nation)	8 – 9	traditional Dene teaching and learning, residential school experience in NWT, change & the impacts of new settlement on Indigenous societies
<i>From the Mountains to the Sea Series</i>	Da'naxda'xw Awaetlala Nation	K – 2	river ecosystems, life cycle of salmon, Kwakwaka'wakw ways of life: fishing, culture, values, design
<i>The Gathering Tree</i>	Cree	3 – 7	health awareness, traditions and healing, self-care, acceptance and inclusion
<i>The Gift is in the Making: Anishinaabeg Stories</i>	Michi Saagiig Nishnaabeg – Alderville First Nation	5 – 9	gift giving, tradition, well-being, food, wisdom & "right behaviour"
<i>Giving Thanks: A Native American Good Morning Message</i>	Akwesasne Mohawk, Cayuga/Tuscarora	2 – 3	time and place, tradition, well-being, food, wisdom

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>The Giving Tree: A Retelling of a Traditional Métis Story</i>	Métis	1 – 3	giving, kindness, reciprocity, nature, Métis traditions, values, folklore, and ways of life
<i>Goodbye Buffalo Bay</i>	Cree	6 – 7	rites of passage, Elders, residential school, ways of learning
<i>Good Morning World</i>	Haisla, Heiltsuk	K – 1	coastal First Nations art, animals, relationship to the natural world
<i>Goodnight World: Animals of the Native Northwest</i>	a wide variety of BC coastal First Nations	K – 3	First Nations art, animals, seasons, family, language learning
<i>Hide and Sneak</i>	Inuit	pre-K – 2	life lessons, storytelling, adventure
<i>Him Standing</i>	Ojibway (Wabaseemoong First Nation)	8 – 9	First Peoples spirituality & dreams, relationships, overcoming adversity, intergenerational teaching, art/carving
<i>Hockey Challenge</i>	Haida	3 – 5	well-being, fairness, respect, gender stereotypes
<i>Honouring the Salmon: An Anthology Told in the Voices of the Tsimshian</i>	Tsimshian	4 – 6	relationship with the natural world, traditional knowledge, salmon
<i>Hooshum for Everyone</i>	Stó:lō	1 – 2	traditional knowledge, food, sharing
<i>How Fox Saved the People (Ḏne Gok'e̱jdi)</i>	Tłı̨cẖ / Dogrib	2 – 5	traditional knowledge, importance of caribou as a food source, storytelling, trickster, Indigenous language
<i>How Many Frogs Do You See?</i>	Kwakwaka'wakw	K – 1	early numeracy
<i>How Raven Stole the Sun</i>	Tlingit, Apache, Pueblo	2 – 3	traditional knowledge, storytelling, trickster
<i>How the Coho Got His Hooked Nose</i>	Stó:lō, Cheam	3 – 5	traditional knowledge, storytelling

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>How the Fox Got His Crossed Legs</i>	<i>Tłı̨ch̓</i> / Dogrib	2 – 3	traditional knowledge, storytelling, trickster
<i>How the Robin Got Its Red Breast</i>	Sechelt	3	traditional knowledge, storytelling
<i>I Am Raven</i>	Métis, Kwakwaka'wakw	4 – 6	relationship with spirit world, beliefs, trickster
<i>I Can't Have Bannock but the Beaver Has a Dam</i>	Cree & Sauteaux	1 – 2	tradition and modernity, traditional foods
<i>I Have a Drum</i>	Stó:lō	1 – 2	identity, sharing
<i>I Help</i>	Cree / Tahltan	pre-K – 1	traditional knowledge, family roles, ceremony
<i>I Know I am Precious and Sacred</i>	Victoria Native Friendship Centre	K – 3	ancestral teachings (value, dignity, and respect), personal identity
<i>I Like Who I Am</i>	Mohawk	3 – 4	family, identity, self-reliance, ceremony, traditions
<i>I See Me</i>	Okanagan, Secwepemc	pre-K – K	early learning, things I can do
<i>I was Born Precious and Sacred</i>	Victoria Native Friendship Centre	pre-K – 1	self-worth, identity, belonging
<i>Jack and the Boys</i> Adventure Series	Haida	3 – 5	traditional knowledge, traditional technologies, relationship to the natural world, citizenship & service, sharing, fairness, respect, friendship
<i>Jenneli's Dance</i>	Métis	2 – 4	performance, traditional knowledge, diversity, belonging
<i>The Jingle Dancer</i>	Stó:lō	1 – 2	performance, traditional knowledge

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>The Journey: North American Indigenous Games</i>	Haida	4 – 6	respect, fairness, self-reliance, identity, competition
<i>The Journey of Dog Salmon</i>	Tla-Keesh-Pihk-Uh, Da'naxda'xw Awaetlala	1 – 2	respect, bullying
<i>Just a Story</i>	Cree	5 – 7+	self-reliance, identity, belonging, well-being
<i>Just a Walk</i>	Cree, Haida	3 – 5	relationship to the natural world
<i>Keepers of the Earth: Native Stories and Environmental Activities for Children</i>	Abenaki, Akwesasne Mohawk	3 – 5	tradition, sustainability, respect, storytelling, relationship to the natural world
<i>Keepers of the Night: Native Stories and Nocturnal Activities for Children</i>	Abenaki, Akwesasne Mohawk	3 – 5	traditional knowledge, beliefs, storytelling, relationship to the natural world
<i>Kou-Skelowh/ Kwu squilxw – We are the People: A Trilogy of Okanagan Legends</i>	Okanagan	3 – 7	animals; respect, humour, relationship of people and the natural world; the origins of coyote as trickster
<i>Learn from the Animals of the Salish Sea: Coast Salish Native Art Colouring and Learning Book</i>	Coast Salish	pre-K – 1	animals
<i>Learn the Alphabet with Northwest Coast Native Art</i>	various	pre-K – K	literacy, alphabet
<i>Learn the Colours with Northwest Coast Native Art</i>	various	pre-K – K	literacy, colours
<i>Learn to Count with Northwest Coast Native Art</i>	various	pre-K – K	numeracy, counting
<i>Learn and Play (2 board books)</i>	various	pre-K – 1	literacy, symbols, counting, colours, ABCs
<i>The Legend of the Caribou Boy</i>	Dogrib, Dene	2 – 3	traditional knowledge, rites of passage

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>Lessons from Mother Earth</i>	First Nation of Na-cho Nyak Dun (Yukon)	pre-K – 3	resource gathering, protocols, sustainability, environment, Indigenous connection to the land, intergenerational teaching
<i>Lightfinder</i>	Métis (Cree/Cherokee)	8 – 9	family, relationships, transformation, personal identity, connection of the traditional and modern, survival
<i>Little Bear’s Vision Quest</i>	Sechelt	K – 5	respect, responsibility, friendship, kindness, patience, interconnectedness
<i>Little Cedar, Big Cedar</i>	Kwakwaka’wakw	K – 3	basic numeracy
<i>The Little Duck (Sikihpsis)</i>	Cree	2 – 3	belonging, identity, self-esteem
<i>The Little Hummingbird</i>	Haida	2 – 3	relationship with the natural world, wisdom
<i>The Littlest Sled Dog</i>	Inuit	2 – 3	belonging, identity
<i>Little You</i>	Dogrib (Tlicho)	pre-K – 1	individuality and uniqueness, identity, parental love, rhyming
<i>Mayuk the Grizzly Bear</i>	Sechelt	3	traditional knowledge, storytelling
<i>The Moccasins</i>	Ktunaxa, Cree, Métis	2 – 3	belonging, family
<i>Missing Nimâmâ</i>	Cree	5 – 9	loss, family, social justice, identity, community
<i>Moonshot</i>	various	7+	Indigenous storytelling, contemporary interpretations of traditional stories, identity, intergenerational teaching
<i>Mouse Celebrates the Winter Solstice</i>	Kwakwaka’wakw, Ts’msyen	K – 3	family, tradition, solstice
<i>Murphy and Mousetrap</i>	Tsartlip	4 – 5	identity, belonging, self-reliance, ways of learning

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>My Elders Tell Me</i>	Kwakwaka'wakw	3 – 5	seasonal cycle, Elders, tradition, family and community roles
<i>My Family Has Fun</i>	Stó:lō	pre-K – K	family
<i>My Heart Fills with Happiness</i>	Lakota	pre-K – 2	loving, identity, First Nations family values
<i>My Life in a Kwagu'ł Big House</i>	'Namgis First Nation	6 – 9	family/kinship, generosity, traditional ways of knowing and teaching (strong connections to First Peoples Principles of Learning), coming of age
<i>My Life with the Salmon</i>	'Namgis First Nation	7 – 9	stewardship, ecological relationships, identity, and family
<i>My Name Is Seepeetza</i>	Interior Salish	5 – 7	identity, rites of passage, residential schools
<i>Neekna and Chemai</i>	Okanagan	3 – 4	roles and responsibilities, seasonal cycles, traditional learning
<i>No Time to Say Goodbye</i>	Tsartlip	7+	ways of learning, traditional knowledge, family, residential schools
<i>Northwest Coast Native Animals</i>	Nuxalk, Nuu-Chah-Nulth	K	traditional knowledge, relationship with the natural world
<i>Not My Girl</i>	Inuit	1 – 4	residential schooling, Inuit culture, language, and environment (dog sleds, northern lights, traditional foods)
<i>Ojibway Animals</i>	Ojibway	K – 1	animals, Ojibway artistic traditions
<i>Ojibway Clans: Animal Totems and Spirits</i>	Ojibway	4 – 7	Ojibway social and political structures, family, community roles, personal talents, Ojibway artistic traditions, colour, line, connection to the environment

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>The Old Man with the Otter Medicine</i>	Dogrib	2 – 3	traditional knowledge
<i>Orca Chief</i>	Ts'msyen, Haida, Heiltsuk	1 – 4	respect for the environment, ocean species of the Pacific, cultural teachings, protocols, forgiveness, gratitude, sharing
<i>Peace Pipe Dreams: –The Truth about Lies about Indians</i>	Secwepemc	8 – 9	stereotypes, perceptions and myths, treaties, historical understandings, belief systems, contemporary challenges
<i>People of the Land</i>	Lil'wat, Musqueam, Squamish, Tsleil-Waututh	4 – 9	traditional knowledge, storytelling
<i>Persistence and Change: A History of the Ts'msyen Nation</i>	Ts'msyen	7 – 9	oral tradition, persistence/resilience/change, history, Ts'msyen tribal groups and the Sm'algyax language, Ts'msyen perspectives and worldviews
<i>Powwow: Counting in Cree</i>	Cree	K – 3	cardinal numbers to ten, in Cree
<i>The Rabbits' Race</i>	Métis	3 – 4	sharing, friendship, wisdom
<i>Racin' Jason</i>	Ojibwe, Métis	3 – 5	responsibility, competition
<i>Raven and Eagle</i>	Cowichan	K – 1	identity, self-reliance
<i>Raven Brings the Light</i>	Ts'msyen, Haida, Heiltsuk	3 – 7	storytelling, social responsibility
<i>Raven Series</i>	Da'naxda'xw Awaetlala	pre-K – K	literacy, numeracy
<i>Raven Tales Series</i>	Haida, Kwakwaka'wakw, and others	4-7	traditional teachings, creation stories, humour
<i>Ready for School</i>	Stó:lō	K – 1	family and community roles

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>Relatives with Roots: A Story about Métis Women's Connection to the Land</i>	Métis	3 – 5	traditional medicine family and community roles
<i>Returning the Feathers: Five Gitksan Stories</i>	Gitksan	3 – 5	rites of passage, sustainability, family, traditional knowledge
<i>A Rhyming Coastal Alphabet</i>	Kwakwaka'wakw	K – 1	letters of the alphabet, rhyming words; people, places, and events in coastal First Nations communities
<i>A River Lost</i>	Sinixt (Arrow Lakes, Colville Tribes)	4 – 6	tradition and modernity, relationship with the natural world
<i>River of Salmon Peoples</i>	Nak'azdli, Secwepemc, Stó:Lō, Sta'at'imc, Musqueam, Lil'wat7ul, Nle'kepmxcin, Tsilhqot'n, Dakelh, and Syilx	5 – 9	interconnectedness, relationships, story, ceremony, connection with the land, life cycles, diversity, contemporary Fraser basin watershed issues
<i>River Run</i>	Mi'gmaq	5 – 7+	well-being, ceremony
<i>Ruler of the Forest: Why Raccoon Wears a Mask – yuw'i'na'qws tthu hwthuthiqut: nutsim' yuhw 'a'lu 'ushus shtii'l'a'lus tthu sxayukw'us</i>	Cowichan	3 – 7	creation story
<i>Salish Stories Series</i>	Snuneymuxw (Coast Salish)	1 – 4	identity, values, ceremony, and spirituality within Coast Salish cultures; seasons, plants, hunting, fishing, and food gathering
<i>Salmon Boy: A Legend of the Sechelt People</i>	Sechelt	3 – 4	traditional knowledge, relationship with the natural world
<i>The Scout</i>	Cree	6 – 9	identity, World War II, First Nations veterans, storytelling
<i>Sealiya</i>	Squamish	K – 2	community, storytelling

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>Secret of the Dance</i>	Kwakwaka'wakw, Coast Salish	3 – 4	performance, ceremony, tradition
<i>7 Generations: A Plains Cree Saga</i>	Cree	7 – 9	survival, identity, intergenerational transmission of knowledge, family healing
<i>Shannen and the Dream for a School</i>	Attawapiskat	7 – 9	critical thinking, social justice, Canadian politics and law, personal awareness & responsibility, activism, human rights in Canada, life in a northern community
<i>Sharing Our World: Animals of the Native Northwest Coast</i>	various	K – 3	symbolism, relationship with the natural world
<i>Shi-shi-etko</i>	Interior Salish, Métis	2 – 3	family, wisdom, traditional knowledge, residential schools
<i>Shin-chi's Canoe</i>	Interior Salish, Métis	2 – 3	family, wisdom, traditional knowledge, residential schools
<i>The Special Visitor</i>	Stó:lō	1 – 2	traditional knowledge, traditional technologies
<i>Spirit of the White Bison</i>	Métis, Ojibwe	5 – 7+	tradition and modernity, relationship with the natural world, continuity, First Peoples-European contact
<i>Stories of Robin Town Series</i>	Tsimshian	2 – 3	family and community roles, decision making, traditional knowledge, feasts
<i>A Stranger at Home: A True Story</i>	Inuit	5 – 8	residential schooling, Inuit culture, language, and history; family dynamics, social and emotional learning, belonging
<i>Strength and Struggle: Perspectives from First Nations, Inuit, and Métis Peoples in Canada</i>	various	7 – 9	identity, traditional ways of teaching & learning, goal setting & realization, struggle and resilience, self-determination, history

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>Strong Readers Guided Reading Series – Set A</i>	Da'naxda'xw Awaetlala Nation	K – 1	various, including friends, family, sharing, foods, travel
<i>Strong Readers Guided Reading Series – Set B</i>	Da'naxda'xw Awaetlala Nation	1 – 2	various, including feasts, cedar
<i>Strong Readers Métis Series</i>	Métis	K – 1	various aspects of Métis culture and history
<i>Sugar Falls: A Residential School Story</i>	Cree	7 – 9+	residential schooling, intergenerational teaching, identity, resilience/survival
<i>Taanishi Books</i>	Métis	K – 2	Métis traditions and history, similarities and differences among families, dance, clothing, foods, fiddling, the significance of place
<i>Taan's Moons: A Haida Moon Story</i>	Haida	2 – 5	Haida language, knowledge, traditions, and culture, as well as relationship to the natural world
<i>Tsimshian Language Series Teachings of our Grandfathers Series</i>	Ts'msyen	4 – 7	Ts'msyen language teaching, Ts'msyen culture and history
<i>Thirteen Moons on Turtle's Back</i>	Abenaki	2 – 4	traditional knowledge, beliefs, storytelling, relationship to the natural world
<i>Tilly: A Story of Hope and Resilience</i>	Cree/Lakota	9+	forced displacement, residential schooling, 60s scoop-up, personal and cultural resilience, cultural connections
<i>Turtle Island Voices Series</i>	various	1 – 8	varied aspects of First Peoples' lives, cultures, and heritages
<i>Unusual Friendships: A Little Black Cat and a Little White Rat</i>	Métis	3 – 4	belonging, identity, respect, friendship

TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>Urban Tribes</i>	various	7 – 9+	stereotypes, racism, relationships, history, culture, identity and self-esteem, community, leadership, tolerance
<i>A Walk on the Tundra</i>	Inuit	3 – 5	Inuit culture and environment, tundra plants and their traditional uses, Elders, intergenerational teaching
<i>We All Count: A Book of Cree Numbers</i>	Cree	K – 1	counting 1-10 in Cree
<i>We All Count: Book of Ojibway Art</i>	Ojibway	K – 1	Ojibway artistic tradition/style, counting
<i>We Visit Granny</i>	Stó:lō	K – 1	family
<i>We-gyet Wanders On: Legends of the Northwest</i>	Gitxsan	6 – 7+	traditional knowledge, trickster, ways of learning, storytelling
<i>When I was Eight</i>	Inuit	4 – 7	residential schooling, family, change, relationships, independence
<i>When the Spirits Dance: A Cree Boy's Search for the Meaning for War</i>	Cree	4 – 7	WWII, First Nations servicemen/ servicewomen and veterans, change and adaptation, coming of age
<i>Where Did You Get Your Moccasins?</i>	Cree, Saulteaux	K – 2	traditional knowledge, sharing, and respect
<i>Where I Belong</i>	Mohawk	7 – 9	Oka uprising, identity, adoption, family, young romance, intergenerational teaching, diabetes, resistance, dreams, culture, racism
<i>Which Way Should I Go?</i>	Tstartlip, Nuu-chah-nulth	3 – 4	family, loss, decision-making
<i>Yamohza and His Beaver Wife</i>	Tlicho	3 – 4	traditional knowledge, relationship with the natural world

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TITLE	NATION(S)	GRADE	RESOURCE TOPICS & THEMES
<i>Yetsa's Sweater</i>	Tsartlip	2 – 3	family, traditional knowledge, seasonal activities

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# 4

## PUBLISHERS & DISTRIBUTORS

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

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

**Abbeville Press Publishers**

New York, NY  
[www.abbeville.com](http://www.abbeville.com)

**Aboriginal Health Network**

Courtenay, BC  
[www.thehealthyaboriginal.net/](http://www.thehealthyaboriginal.net/)

**AH! Comics,**

Toronto, ON  
[www.ahcomics.com](http://www.ahcomics.com)

**Annick Press**

Vancouver, BC  
[www.annickpress.com/](http://www.annickpress.com/)

**Benjamin Brown Books**

Vancouver, BC  
[www.benjaminbrownbooks.com](http://www.benjaminbrownbooks.com)

**Cedar Moon Creations Limited**

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

**Clockwise Press**

Richmond Hill, ON  
[www.clockwisepress.com](http://www.clockwisepress.com)

**Coqualeetza Cultural Education Centre**

Chilliwack, BC  
[www.coqualeetza.com/](http://www.coqualeetza.com/)

**Coteau Books for Kids**

Regina, SK  
[www.coteaubooks.com](http://www.coteaubooks.com)

**Creekstone Press**

Smithers, BC  
[www.creekstonepress.com/](http://www.creekstonepress.com/)

**Douglas & McIntyre Ltd,**

Madeira Park, BC  
[www.douglas-mcintyre.com](http://www.douglas-mcintyre.com)

**Eaglecrest Books**

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

**Fifth House Publishers**

Markham, ON  
[www.fifthhousepublishers.ca](http://www.fifthhousepublishers.ca)

**First Nations Education Steering Committee**

West Vancouver, BC  
[www.fnesc.ca](http://www.fnesc.ca)

**Gabriel Dumont Institute**

Saskatoon, SK  
[www.gdins.org](http://www.gdins.org)

**Gila Kyew Nluulk Head Start and Daycare**

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

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

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

**Groundwood Books  
(House of Anansi Press)**  
Toronto, ON  
[www.groundwoodbooks.com/](http://www.groundwoodbooks.com/)

**Harbour Publishing**  
Madeira Park, BC  
[www.harbourpublishing.com](http://www.harbourpublishing.com)

**Hancock House Publishers**  
Surrey, BC  
[www.hancockhouse.com](http://www.hancockhouse.com)

**Kegedonce Press**  
Neyaashiinigmiing, ON  
[www.kegedonce.com](http://www.kegedonce.com)

**Lee & Low Books**  
New York, NY  
[www.leeandlow.com/books/](http://www.leeandlow.com/books/)

**McGraw-Hill Ryerson**  
Whitby, ON  
[www.mheducation.ca](http://www.mheducation.ca)

**McKellar & Martin Publishing Group**  
Vancouver, BC  
[www.mckellarmartin.com](http://www.mckellarmartin.com)

**More Than Words Publishers**  
North Vancouver, BC  
[www.mtwpublishers.com](http://www.mtwpublishers.com)

**Native Northwest**  
Vancouver, BC  
[www.nativenorthwest.com/](http://www.nativenorthwest.com/)

**New Star Books**  
Vancouver, BC  
[www.newstarbooks.com](http://www.newstarbooks.com)

**Nightwood Editions**  
Gibsons, BC  
[www.nightwoodeditions.com](http://www.nightwoodeditions.com)

**Orca Book Publishers**  
Victoria, BC  
[www.orcabook.com](http://www.orcabook.com)

**Peppermint Toast Publishing,**  
New Westminster, BC  
[www.pepperminttoast.com](http://www.pepperminttoast.com)

**Portage & Main Press**  
Winnipeg, MB  
[www.portageandmainpress.com/](http://www.portageandmainpress.com/)

**Puffin Books**  
Toronto, ON  
[www.puffinbooks.ca/index.html](http://www.puffinbooks.ca/index.html)

**Rubicon Publishing**  
Oakville, ON  
[www.rubiconpublishing.com](http://www.rubiconpublishing.com)

**School District No. 73 (Kamloops/  
Thompson)**  
Kamloops, BC  
[www3.sd73.bc.ca](http://www3.sd73.bc.ca)

**Second Story Press**  
Toronto, ON  
[www.secondstorypress.ca](http://www.secondstorypress.ca)

**Sono Nis Press**

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

**Strong Nations**

(formerly Core Learning Resources) —  
distributor for many BC publishers  
Nanaimo, BC  
[www.strongnations.com/](http://www.strongnations.com/)

**Theytus Books**

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

**Trafford Publishing**

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

**Trade Wind Books**

Vancouver, BC  
[www.tradewindbooks.com](http://www.tradewindbooks.com)

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

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

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

Prince Rupert, BC  
[www.sd52.bc.ca/abed/](http://www.sd52.bc.ca/abed/)

**University of Nebraska Press**

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

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## APPENDIX 1 EVALUATION FORM

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



## FNESC EVALUATION OF LITERATURE FOR FIRST PEOPLES

<b>TITLE</b>		<b>CURRICULUM AREAS</b>
<b>AUTHOR, EDITOR, OR COMPILER</b>  LAST NAME		
FIRST NAME		<b>GRADE APPROPRIATENESS</b>
FIRST NATION		
<b>ILLUSTRATOR</b>  LAST NAME		<b>THEMES (SUBJECT HEADINGS)</b>
FIRST NAME		
FIRST NATION		
<b>OTHER CONTRIBUTORS (GIVE DETAIL RE FIRST NATIONS AS APPROPRIATE)</b>		
<b>PUBLISHER'S NAME</b>		<b>WEBSITE</b>
<b>ORDERING ADDRESS</b>		<b>ORDERING E-MAIL</b>
<b>PUB. DATE</b>	<b>PAGES</b>	
<b>FRY READING LEVEL (FRL) AND/OR SMOG INDEX:</b>		

**I. Authority**

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

Check and/or comment on **II** through **VI** using this scale:

**★★★★ Unparalleled** | **★★★★ Very Good** | **★★ Fair** | **★★ Poor** | **N/A - Not applicable**

**II. SCOPE**

	★★ ★★	★★★★	★★	★	N/A
4. PURPOSE FULFILLED					
5. DEPTH OF TOPIC COVERAGE					
6. RECENT, UP-TO-DATE					
7. BIBLIOGRAPHY, SCHOLARSHIP					

COMMENTS

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.....

**III. PRESENTATION**

	★★ ★★	★★★★	★★	★	N/A
8. CREATIVE					
9. SINCERE					
10. ORIGINAL					
11. READABLE					

COMMENTS

.....

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.....

**IV. FORMAT**

★★ ★★	★★★	★★	★	N/A
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**12. PHYSICAL MAKEUP**

A. READABLE FONT					
B. STURDY BINDING					
C. GOOD GRAPHICS (TABLES, CHARTS, DIAGRAMS)					
D. QUALITY PAPER					

**13. ARRANGEMENT**

A. PREFACE					
B. TABLE OF CONTENTS					
C. ACCESSIBLE FOOTNOTES					
D. INDEX					
E. APPENDICES					

COMMENTS (DESCRIPTION OF ARRANGEMENT)

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**V. TREATMENT**

★★ ★★	★★★★	★★	★	N/A
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**14. ACCURACY**

A. RELIABLE SOURCES					
B. CAREFUL DOCUMENTATION					
C. THOROUGHLY RESEARCHED					
D. FACTUAL INFORMATION					

**15. ARRANGEMENT**

A. CULTURAL PORTRAYALS CONSISTENT WITH FIRST PEOPLES' VALUES AND ATTITUDES					
B. CONTRIBUTIONS OF FIRST PEOPLES TO CONTEMPORARY SOCIETY					
C. RECOGNITION OF DIVERSITY AMONG FIRST PEOPLES – DISTINCT SOCIETIES, COMMUNITIES, WAYS OF LIFE, LANGUAGES					
D. RECOGNITION OF FIRST PEOPLES AS ENDURING, NOT VANISHING OR ASSIMILATED					
E. VALID DESCRIPTION OF INDIVIDUAL FIRST PEOPLES' LIVES, PAST OR PRESENT					
F. APPENDICES					
G. REALISTIC PORTRAYAL OF GENDER ROLES					

**16. OBJECTIVITY (NOT APPLICABLE TO FICTION)**

A. DEVOID OF OBVIOUS OR SUBTLE ANTI-FIRST PEOPLES PREJUDICE					
B. AVOIDANCE OF STEREOTYPES					
C. POSITIVE VALUES, CLEAR OF NEGATIVE INFERENCE					
D. SENSITIVE LANGUAGE, FREE FROM LOADED OR OFFENSIVE WORDS					
E. PORTRAYAL OF HUMAN STRENGTHS AND WEAKNESSES					

COMMENTS

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**VI. ILLUSTRATIONS**

	★★ ★★	★★★★	★★★	★	N/A
17. AUTHENTIC DEPICTIONS OF FIRST PEOPLES WAYS OF LIFE, PAST OR PRESENT					
18. CREATIVE					
19. QUALITY WORKMANSHIP					
20. CAPTIONS COMPATIBLE WITH TEXT					

COMMENTS (INCLUDE TYPE OF ILLUSTRATIONS)

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.....

.....

**VII. SPECIAL FEATURES**

21. DOES THE BOOK HAVE DISTINCTIVE FEATURES? IF SO, IDENTIFY:

.....

.....

22. HAS THE PUBLICATION BEEN RECOMMENDED BY A PERSON OR GROUP KNOWLEDGEABLE ABOUT FIRST PEOPLES? IF SO, IDENTIFY:

.....

.....

**VIII. CONCLUSION**

(IF RESOURCE IS OF SIGNIFICANT VALUE, PLEASE COMPLETE RESOURCE DESCRIPTION & SOCIAL CONSIDERATIONS)

- OF SIGNIFICANT VALUE TO THE FNEC RESOURCE LIST
- OF MARGINAL VALUE TO THE FNEC RESOURCE LIST
- OF NO VALUE TO THE FNEC RESOURCE LIST

**IX. COMPLETION**

EVALUATION COMPLETED BY	DATE
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## RESOURCE DESCRIPTION AND SOCIAL CONSIDERATIONS

RESOURCE DESCRIPTION

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STRENGTHS OF RESOURCE

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INSTRUCTIONAL USES

---

SOCIAL CONSIDERATIONS: if the portrayal of the social consideration requires a CAUTION, please explain, using examples from the resource.

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ABILITY / DISABILITY

---

SEXUAL ORIENTATION

---

BELIEF SYSTEMS

---

SOCIO-ECONOMIC

---

VIOLENCE

---

LANGUAGE

---

ETHICAL / LEGAL

---

HUMOUR

---

SAFETY

---



