



## Aboriginal Teacher Education Program

### Indigenous Sustainability and Nature Teaching Resources

#### Primary Junior Resources:

Aston, D. H., & Long, S. (2007). *A seed is sleepy*. San Francisco, CA: Chronicle Books.  
Grades 1–4

This gorgeous book from award-winning artist Sylvia Long and author Dianna Hutts Aston offers children a beautiful and informative look at the intricate, complex, and often surprising world of seeds. Poetic in voice and elegant in design, the book introduces children to a fascinating array of seed and plant facts, making it perfect reading material at home or in the classroom. (excerpt from [Amazon](#))

Available at Queen's Education Library.

Bouchard, D., & Culleton, L. (1994). *The meaning of respect*. Winnipeg: Pemmican Publications.

Grades 3–6

*The Meaning of Respect* is written by an experienced teacher and principal about a twelve-year old Cree student with an attitude. The boy is sent to his grandfather on the reserve for some "counselling" and "spiritual guidance" when he shows disrespect toward his teacher, school, and learning in general. The boy thinks this will be a wonderful holiday away from school. From the time he arrives at his Moshum's home, the boy is kept busy helping his grandfather hunt, fish, and trap. (excerpt from [GoodMinds](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Bouchard, D., & Vickers, R. H. (2003). *The elders are watching* (5th ed.). Vancouver: Raincoast Books.

Grades 6–12

*The Elders Are Watching*, 5th edition, reflects collaboration between poet David Bouchard and artist Roy Henry Vickers. First released in 1990, this combination of poetic art explores the theme of First Nations and their relationship to the environment. Twenty-five evocative, colour images drawn by Vickers are combined with four-line verses written by Bouchard. Together the Tsimshian artist and the British Columbian teacher gently focus the reader's attention to the importance of the environment and the teachings of the elders. Vickers' art pieces often contain shadow images of the Northwest Coast elders of the past viewing the water, land, and skyline of modern society. The elders are concerned about the impact of logging, excessive hunting and fishing, and the devastation of pollution on the water, land and air. The verses ask the reader to look toward the sun and know that the elders are in fact

watching our reactions. The elders hope that today's generation will acknowledge the teachings and show respect for the land and the natural world. Vickers and Bouchard have combined their talents to produce a book that celebrates the importance of the environment and the need for all citizens to respect the land and its gifts. (excerpt from [GoodMinds](#)) Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Brant, J. C., & Ningwakwe Learning Press. (2012). *Haudenoshonee: Thanksgiving arts and crafts*. Southampton, Ont.: Ningwakwe Learning Press.

Grades 6–12

*Haudenoshonee: Thanksgiving Arts and Crafts* is a 2012 Ningwakwe Learning Press publication designed specifically for Ontario Native adult literacy learners and practitioners. This accessible 59-page book offers senior elementary and high school students an accurate account of the Haudenosaunee Thanksgiving Address in English. It provides specific examples of art pieces known as cornhusk mats, moccasins, and ash splint basketry to highlight the importance of acknowledging various aspects of creation. The Thanksgiving Address begins the book in a narrative fashion with appropriate colour photographs of each element such as corn, trees, grasses, and water. The remaining chapters provide step-by-step instruction for creating fine art pieces such as moccasins, cornhusk mats, cradleboard, and ash splint baskets inspired by creation. The corn husk dolls featured in this book were made by internationally recognized artist Elizabeth Doxtater. These pieces are part of her larger work, *The Peacemaker's Journey*. Her moving poem, *The Good Mind*, captures the essence of her amazing work.

Throughout the book, author Jameson C. Brant has selected colour illustrations created by Ernest Smith from the collection of the Rochester Museum. This is an excellent resource explaining Haudenosaunee worldview, as well as a how-to guide for several art projects.

Highly recommended. (excerpt from [GoodMinds](#))

Available at Queen's Education Library.

Bruchac, J., & Goetzl, R. F. (2002). *Seasons of the circle: A Native American year*. Mahwah, N.J: Troll/BridgeWater Books.

Now available in paperback, *Seasons of the Circle* is a beautifully illustrated celebration of a Native American year. From Maliseet hunters following moose tracks to Cherokee people gathering berries in May, this is a hauntingly lyrical tribute by the team behind the award-winning *Many Nations*. (excerpt from [Amazon](#))

Available at Queen's Education Library.

Bushey, J., & Krykorka, V. (2004). *Orphans in the sky*. Calgary: Red Deer Press.

Grades 1–4

*Orphans in the Sky* is a picture book that tells a story about a brother and sister who are orphans in a long ago Arctic village. The older brother and younger sister are out on the land looking

for small game because the people are hungry. But while they search for food the village has decided to move camp. Inadvertently the orphans are overlooked and the people leave without them. Brother and sister return to find the camp gone. Alone again they try to think how they will survive and consider living with cousins such as the caribou or the seas. But each cousin animal has unique characteristics that prevent the children from surviving in these habitats. Then younger sister thinks it would be possible to live in the night sky with the stars. So the orphans take the only material objects they have and begin to find their new home in the sky. The flint younger sister uses makes a bright spark that travels across the dark night sky. Older brother takes the old sealskin and it crackled with a bang. The pair laughed and made the light and noises again. They had so much fun playing in their new home that they forgot the life they once had on earth. Even the returning cries of their village family could not persuade them to return. The orphans realized that the sky world was now home with the sun as their father, the moon their mother, and the Northern Lights and stars as their brothers and sisters. The pair brought lightening and thunders to the sky world. The village members heard the orphans each autumn when Thunder and Lightning came out to play in the sky. (excerpt from [GoodMinds](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Caduto, M. J., & Bruchac, J. (1998). *Keepers of life: Discovering plants through Native American stories and earth activities for children* (1st Fulcrum trade pbk. ed.). Golden, Colo: Fulcrum Pub.

Grades 3–10

*Keepers of Life: Discovering Plants Through Native Stories and Earth Activities for Children* provides a complete resource for the study of plant ecology in North America. As part of the Keepers series, *Keepers of Life* focuses on Native American stories as an introduction to understanding the natural world. All North American habitats are included. The activities are designed to show students the interconnectedness of all life and introduce environmental issues facing North America. *Keepers of Life* contains 15 chapters that discuss broad themes such as creation, thanksgiving, flowers and fruits, survival, and healing our relations. Each chapter includes a traditional story from a specific culture area, discussion topics, student activities, questions, extension activities, and notes. The introductory chapter includes a guide for using and making the most of the wealth of activities, as well as tips and techniques for instructors and teachers.

Michael Caduto is an internationally known storyteller, ecologist, and educator. Joseph Bruchac is an Abenaki storyteller and writer. This exceptional resource contains hands-on activities that will appeal to elementary and secondary students. It is a valuable teacher resource for science, Native Studies, arts education, social studies and language arts, and anyone who wants to understand the Native perspective of the environment. (excerpt from [GoodMinds](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Caduto, M. J., Bruchac, J., Fadden, J. K., & Wood, C. (1989). *Keepers of the earth: Native stories and environmental activities for children* (1st Canadian ed.). Saskatoon: Fifth House.  
Grades 3–10

*Keepers of the Earth: Native Stories and Environmental Activities for Children* provides a complete resource for the study of the environment in North America. As part of the Keepers series, this resource focuses on Native American stories as an introduction to understanding the natural world. All Native North American culture areas are included. The activities are designed to show students the interconnectedness of all life and introduce environmental issues facing North America. *Keepers of the Earth* contains 23 chapters that discuss broad themes such as creation, fire, earth, wind and weather, water, seasons, plants and animals, life death spirit, and unity of earth. Each chapter includes a traditional story from a specific culture area, discussion topics and student activities. The introductory chapter includes a guide for using and making the most of the wealth of activities, as well as tips and techniques for instructors and teachers.

Michael Caduto is an internationally known storyteller, ecologist, and educator. Joseph Bruchac is an Abenaki storyteller and writer. This exceptional resource contains hands-on activities that will appeal to elementary and secondary students. It is a valuable teacher resource for science, Native Studies, arts education, social studies and language arts, and anyone who wants to understand the Native perspective of the environment. (excerpt from [GoodMinds](#))  
Available at Queen's Education Library.

Cameron, A., & Olsen, N. (1987). *Raven returns the water*. Madeira Park, B.C: Harbour Pub. Co.

*Raven Returns the Water* tells of the time when the world's water disappeared. Raven went searching for it - and found it all in the belly of a giant frog! (excerpt from [Google Books](#))  
Available at Queen's Education Library.

Campbell, M., & MacLagan, D. (1978). *Riel's people; how the Métis lived*. Vancouver: Douglas & McIntyre.

Grades 3–8

This title is no longer available from the publisher. *Riel's People: How the Metis Lived* is part of 'How They Lived in Canada Series,' first published in 1978. Noted Métis author Maria Campbell wrote the text for this children's book about her ancestors. The text covers the history and origin of the Métis, hunting and trapping, the fur trade, family life, shelter, clothing, household articles, food, transportation, and the Riel Rebellions of 1869 and 1885. The text is well written and is organized for easy access for elementary level students. Campbell's straightforward writing about her people and their history is well suited for young readers. This book is recommended for students in grades 3 to 8. (excerpt from [GoodMinds](#))

Available at Queen's Education Library.

Carle, E. (1990). *The tiny seed*. New York, NY: Simon & Schuster Books for Young Readers. Grades 1–3

In autumn, a strong wind blows flower seeds high in the air and carries them far across the land.

One by one, many of the seeds are lost -- burned by the sun, fallen into the ocean, eaten by a bird. But some survive the long winter and, come spring, sprout into plants, facing new dangers -- trampled by playing children, picked as a gift for a friend. Soon only the tiniest seed remains, growing into a giant flower and, when autumn returns, sending its own seeds into the wind to start the process over again.

Eric Carle's eloquent text and brilliant collages turn the simple life cycle of a plant into an exciting story, a nature lesson, and an inspiring message of the importance of perseverance. (excerpt from [Good Reads](#))

Available at Queen's Education Library.

Chartrand, J. (2005). *The bear's long tail: A tale retold*. Winnipeg, MB: Pemmican Publications. Grades 4 –6

*The Bear's Long Tail* is another offering from Algonquin writer, Jane Chartrand. Setting a traditional legend about bear and fox into a contemporary tale effectively presents traditional teachings to students. The story begins with a Native boy presenting a thank you card and gift to his adopted Nokomis (grandmother). As she reads the card, Nokomis learns that her grandson retold one of her legends to his classmates. The story went over well and the teacher congratulated the boy. The remainder of the book is a reading of the boy's story that he rewrote for his Nokomis. The legend explains why the bear has a short tail instead of the splendid tail bears once proudly displayed. The crafty fox played a trick on bear one winter. Fox told bear that he could catch a lot of fish in the lake by placing his long tail into a hole in the ice. Fish would be attracted to this wonderful lure and bear could enjoy many fish for his meal. But things go wrong and during the night, bear's tail freezes solid in the lake. When bear pulls out his tail, the ice snaps off the long tail and bear is left with a very short tail. The story continues with the boy explaining how he provided his classmates with an explanation of the story.

Traditional values are woven into this legend and some readers may not readily understand the message. While the book provides an interesting retelling of the legend, the reluctant reader may lose interest with this lengthy story. The artwork illustrating the book fails to provide interest for readers. Despite these flaws, the story contains important lessons and rewards for the determined student. (excerpt from [GoodMinds](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Christensen, B. (1994). *An edible alphabet* (1st ed.). New York: Dial Books for Young Readers. Join this lively bunch on an alphabetical tour of today's farm. With families and schools thinking more than ever about fresh, healthful choices for the table, kids want to know about the

foods they see and eat every day: Where does it come from? How is it grown? What's the difference between a fruit and a veggie? Why don't chickens have teeth?

This entertaining survey of modern farming provides a wealth of farm facts and farm lore, including:

- Why some egg yolks are deep orange and others pale yellow
- Which kind of tomato is used to make ketchup
- What butterflies, hummingbirds, bats, and bees all have in common
- Why farmers love ladybugs
- Why sheep smell with their feet

Of course there are far more than 26 reasons to love the farm. What are yours? (excerpt from [Good Reads](#))

Available at Queen's Education Library.

Crook, C. B., & Cameron, S. (1997). *Maple moon*. Toronto: Stoddart Kids.  
Preschool to Grade 3

*Lune d'erable* (Maple Moon) is a children's picture book that tells a fictionalized story about the origin of maple sugar. The story is set in the past before the coming of the Europeans. In a Mississauga village near Rice Lake, a young handicapped boy endures a difficult life. During a time of hunger, the villagers cannot find enough food. So the young boy goes away into the woods to be alone. He rests beside a maple tree. After he acknowledges the tree, he sees a red squirrel doing something interesting. As the squirrel scraps away some bark, the patch suddenly brings forth something that the squirrel drinks. The boy is intrigued and investigates further. He finds that the maple releases wonderful sweet water. Using a birchbark container, the boy gathers some of the sweet liquid and returns to his mother. His mother dismisses the idea of sweet water but finds the water helpful in cooking the family's meager meal. The boy is saddened but to his surprise his father comes with a wonderful portion of cooked meat. The meat had cooked in the sweet water and now everyone wants to know the boy's secret. The boy shows his father and the village elders how he obtained the wonderful liquid.

This is a heart-warming story about the origin of maple sap and a young child overcoming a disability. French translation by Marie-Andree Clermont. (excerpt from [GoodMinds](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Desmond, K. (2008). *Planet savers: 301 extraordinary environmentalists*. Sheffield, UK: Greenleaf Pub.

Protecting the planet is everyone's work. But we have our own heroes in whatever area we are working. This book brings together the stories of the hundreds of people that have spoken up in the history and taken action to defend the world from pollution, deforestation, species loss, and climate change. (excerpt from [Amazon](#))

Available at Queen's Education Library.

Dorion, L., Fleury, N., & Gabriel Dumont Institute of Native Studies and Applied Research. (2009). *The giving tree: A retelling of a traditional Métis story about giving and receiving = laarbr kawmaekit : Aen kiitwam achimook aen histwayr chi maykik pi aen ootistikook*. Saskatoon: Gabriel Dumont Institute.

Grades 2–6

*The Giving Tree* is a children's bilingual picture book that celebrates the Métis concept of generosity. The book is illustrated by the author Leah Dorion in a wildly vibrant fashion. The book explains the concept of the giving tree where Métis travellers often left food packages or everyday utensils in a special tree along the trail. This was to ensure that future travellers would have adequate food supplies or necessary tools if required along the trail. The traveller could take something from the cache and in return was obliged to leave something for the next person. In this way the Métis people practiced reciprocity.

The book is written in short English and Michif sentences that are occasionally obscured by the colourful imagery. Nevertheless the book is a valuable addition to the growing collection of Michif literature. The end notes offers teachers and older students information about the Red River Cart Wheel Teachings that include Respect, Love, Kindness, Strength, Sharing, Balance, Caring, Courage, Honesty, Patience, and Tolerance. The book comes with an audio CD with the story told in English by Leah Dorion, and the Michif translation by Norman Fleury. YouTube video of Leah Dorion about writing this book

at <http://www.youtube.com/watch?v=1-FGhbqcYMU> Junior Spring 2012. FNCR 2013 (excerpt from [GoodMinds](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Glover, D. (2001). *How do things grow?* (1<sup>st</sup> American ed.). New York: Dorling Kindersley. Introducing children to basic scientific principles with experiments, games, and activities, this book encourages younger readers to explore how living things grow. With help from guides Chip, Pixel, and Newton, three robotic characters, readers are led step-by-step through experiments. Full-color illustrations. (excerpt from [Google Books](#))

Available at Queen's Education Library.

Goodtrack, K. S. (2006). *1234, first nations explore*. New Westminster, BC: Wakanheja Holdings.

There are many interesting facts about First Nations that coincide with numbers! Now children can count as they learn about First Nations culture! From One Earth, One People, One Sky, One Ocean and One YOU to 21 blades of sweetgrass, the children can learn about what makes our Nation's strong and GOOD! (excerpt from [Amazon](#))

Available at Queen's Education Library.

Hickman, P. M., & Collins, H. (1995). *The kids' Canadian tree book*. Toronto: Kids Can Press. Whether kids live in the city or the country, they know that trees are an important part of the environment. Trees provide food and shelter for local wildlife. But how can children learn about the trees in their neighborhood? And how can they find out about the trees in other parts of Canada?

This book in the 'Kids Canadian Nature Series' contains large pictures, hands-on activities and accessible information to help children learn about trees in Canada. Each page is packed with fascinating facts that will stimulate the interest of young nature enthusiasts. (excerpt from [49<sup>th</sup> Shelf](#))

Available at Queen's Education Library.

Hickman, P. M., & Collins, H. (1997). *A seed grows: My first look at a plant's life cycle*. Toronto: Kids Can Press.

The 'My First Look At' series provides young children with an introduction to the world around them. In *A Seed Grows*, follow the growth of a plant, from a peek inside a sprouting seed to the harvest of the fruit. The book suggests ways parents and children can explore nature -- without disturbing it. (excerpt from [Good Reads](#))

Available at Queen's Education Library.

Howse, J. (2008). *The Métis*. Calgary: Weigl Educational Publishers.

This book outlines the traditional way of life of the Métis, their religious beliefs, their celebrations and their artwork. (excerpt from [Google Books](#))

Available at Queen's Education Library.

Johnston, B. (1981). *Tales the elders told: Ojibway legends*. Toronto: Royal Ontario Museum. Grades 1–6

*Tales the Elders Told: Ojibway Legends* is a collection of nine Ojibway stories by noted historian and educator, Basil Johnston. These legends explain why the birds go south in the winter, and how bats, spiders, butterflies, and dogs came to be. In addition there are stories about Nanabush and the ducks, Thunderbirds and fireflies, and the fox and the wolf. Moral teachings and subtle humour are evident in each charming story written especially for young children. The distinctive drawings and painting of Cree artist Shirley Cheechoo enhance the text. Recommended for reading aloud at story time, and for students in grade 3 to six. (excerpt from [GoodMinds](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Kalman, B. (2005). *Photosynthesis: Changing sunlight into food*. New York, NY: Crabtree Pub. Co.

Photosynthesis is the basis for all life on Earth! This exciting and sensitive book looks at how plants take a gas that is poisonous to people and animals and, with the help of the sun, create food and oxygen for all creatures. Children will delight at learning about the little

"chloroplast" factories inside the leaves of plants and become aware of how important plants really are! Children of all ages will love this book! (excerpt from [Amazon](#))

Available at Queen's Education Library.

Kalman, B., & Smithyman, K. (2003). *Nations of the Western Great Lakes*. St. Catharines, Ont: Crabtree Pub.

The Western Great Lakes region was once home to many Algonkian-speaking nations, including the Anishinabe, Menominee, Sauk, and Fox. For hundreds of years, these peoples thrived in the Great Lakes woodlands, relying on nature's bounty for their survival. This fascinating new book describes cultural similarities and differences between these nations, their homes, hunting and farming practices, and the importance of family. (excerpt from [Google Books](#))

Available at Queen's Education Library.

Levine, M. (2007). *The Ojibwe*. Minneapolis: Lerner Publications Co.

Grades 3–6

*The Ojibwe* is one of the titles in the 'Lerner Publications Series, Native American Histories.'

Each of the titles in this series covers the basic historical and cultural traditions of the Nations being studied. In this book, the Ojibwe Nation is described in four chapters. The first chapter covers the meaning of the name, Ojibwe, and that the people refer to themselves as the Anishinabe, meaning 'original people.' Their lifestyle, leadership, kinship and clans, spirituality and vision quest are briefly outlined in the first chapter. Chapter two covers the seasonal round of activities such as wild rice gathering, maple sugaring, roles of men, women and children, and the importance of Nanaboozhoo. Chapter Three covers the early contact period, the fur trade, conflict over land, treaties, reservation life, and the introduction of boarding schools. The final chapter describes life in modern times including the efforts of the American Indian Movement to improve life for Native Americans living on reservations, the development of tribal schools, and economic development. A recipe for popped wild rice is included.

Each of the titles in the series benefits from the advice of a cultural/historical consultant. Jill Doerfler, PH.D. candidate in American Studies at the University of Minnesota served as the cultural consultant on this title. This accurate and well-researched book for students in grade 3 to 6 contains numerous colour photographs as well as appropriate archival images. Each title contains a suggested reading list, an index, and a listing of Ojibwe cultural museums. Highly recommended. ATOS Reading Level: 4.8; Guided Reading Level: T; Reading Level: 4.8. (excerpt from [GoodMinds](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Littlechild, G. (1993). *This land is my land*. San Francisco, CA: Children's Book Press.  
Grade 4–9

*This Land Is My Land* is the award-winning book written and illustrated by Plains Cree artist George Littlechild. This internationally known artist combines compelling text with a series of powerful images he created to explain the importance of his family's history. His goal is to heighten awareness of the history and experiences of the Plains Cree in Canada. By focusing on his personal family history, the artist succeeds in expressing the pain and joy of his healing journey. In this book the reader begins to understand the struggle of First Nations and the beauty of their cultures. Intended for grade one and up, this lavishly illustrated book is an important contribution to First Nations art history. The artist explains colour, symbols, and content through the easy-to-read poetic text. This combination of art, biography, humour, cultural tradition and history makes a powerful statement.

The art images and artist statements discuss Columbus, identity, RCMP, the buffalo, the grandmothers, healing, the horse, land, residential school, adoption, stereotypes, visiting New York, humour, and powwows. Archival family photographs are included in this 30-page book. A highly recommended book for junior level readers and senior students studying First Nations Art and history. ATOS Reading Level: 4.7; Reading Level: 4.5; Lexile Measure: 700; Guided Reading Level: Q. Winner of the Jane Addams Children's Book Award, and National Parenting Publications Award. Reading with Book Art guide: <http://blog.leeandlow.com/2014/11/09/first-look-second-look-third-look-close-reading-with-book-art/> (excerpt from [GoodMinds](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Loyie, O. L., Brissenden, C., & Holmlund, H. D. (2002). *As long as the rivers flow*. Toronto: Douglas & McIntyre.

Grades 4–7

*As Long as the Rivers Flow* is a poignant story for children about the joyous summer spent in northern Alberta in 1944. The story focuses on the daily routine of a ten-year-old Cree boy named Lawrence. His days are filled with family activities and personal adventures. At the beginning of summer Lawrence overhears the adults talking about how the children would have to attend a school far away and that this school was something like prison. Lawrence considers what this means but quickly resumes the daily adventures that involves caring for a young owl; learning to tan hides and sewing with his grandmother; and picking berries with his family. All of the activities involve learning and are spent among caring family members who gently teach each child how to live with nature. During the evenings, Lawrence enjoys listening to the elders tell stories. During one of these evenings, Lawrence receives his new Cree name that means "young man." Lawrence believed that he was beginning to contribute to the family's livelihood and that he would soon take up his role as a hunter. However, the summer ends abruptly when a truck comes to take Lawrence and other children away to residential school. Here Lawrence would join with hundreds of other

First Nations children and enter the world of church-run residential schools. It was at St. Bernard's Mission School where Lawrence would learn English and manual trades far away from his nurturing and loving family.

The final pages of the book switch to stark black and white archival photographs of Lawrence and other children at the Alberta residential school. Background information explains the role of the school and what the regimented life was like for the students. Larry Loyie has written a compelling story for children about the lifestyle of Cree people during the mid-twentieth century. After reading the story illustrated with the pastel watercolour drawings, students can begin to understand the impact of residential schools on generations of First Nations children. The narrative approach shows readers what this Cree family was like during the last summer before residential school. Themes of family values, learning by doing, and Cree culture add to the book's value. It is highly recommended for elementary students. Winner of the Norma Fleck Award for Canadian Children's Non-Fiction, 2003. Highly recommended. Guided Reading Level: S; Reading Level: 4.6; ATOS Reading Level: 3.9. For lesson plans

see <http://www.firstnationswriter.com/Text/RiversCh.doc> and <http://educ.ubc.ca/faculty/fneli/jennalessonplan.htm> (excerpt from [GoodMinds](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Medicine Crow, J., & Martin, L. R. (1998). *Brave wolf and the thunderbird* (1st ed.). Washington, D.C; New York: National Museum of the American Indian.

Created with the Smithsonian's National Museum of the American Indian (NMAI), 'Tales of the People' is a series of children's books celebrating Native American culture with illustrations and stories by Indian artists and writers. In addition to the tales themselves, each book also offers four pages filled with information and photographs exploring various aspects of Native culture, including a glossary of words in different Indian languages. (excerpt from [Country Bookshelf](#))

Available at Queen's Education Library.

Native Northwest (Firm). (2012). *Goodnight world: Animals of the native northwest*. Vancouver: Native Explore.

Preschool to Grade 1

Goodnight World is a 24-page hardcover picture book made with recycled paper with soy-based ink and water-based coating from Native Northwest publishers. This picture book reinforces worldview values of acknowledging the end of the day. In this simple format each of the animals, birds, and sea creatures say good night by dreaming, singing each other to sleep and various activities unique to each animal. Twenty-three Northwest Coast artists have contributed to this remarkable title but the book flows so well the viewer is unaware. Complete credits are found on the book's back cover. The whales hum softly as they float in the sea, while the beavers dream together in their lodge, and the owls watch

carefully through the night. The final spread says goodnight to all the animals of the air, land, and sea.

Each artist's contribution is recognized in this important title for young children's bedtime routine. It also introduces young children to Northwest Coast art designs while explaining the importance of interdependence with the environment. Highly recommended. (excerpt from [GoodMinds](#))

Available at Queen's Education Library.

Reid, I., Cranmer, R., Lafortune, D., Nelson, J., Horne, P. S., Windsor, P., et al. (2010). *Sharing our world: Animals of the native northwest coast* (1st ed.). Vancouver, B.C: Native Explore, Native Northwest. ([GoodMinds](#))

Preschool – Grade 1

*Sharing Our World* is a 28-page board book from Native Northwest publishers. This unique title offers young children an introduction to the various animals from the Pacific Northwest Coast. Artists from Nuxalk, Namgis, Coast Salish, Kwakwaka'wakw, Haisla, Heiltsuk, Haida, Bella Bella, Tsimshian, Kwa Na Ki Nulth and Nuchatlaht Nations provided the images, and cultural comments about ancestors, totem, thunderbird, wolf, salmon, frog, beaver, owl, bear, otter, raven, eagle, turtle, hummingbird, butterfly, octopus, and whale. Each artist's contribution is recognized in this important title for young children. It also introduces young children to Northwest Coast art designs while explaining the importance of interdependence with the environment. Highly recommended. (excerpt from [GoodMinds](#))

Available at Queen's Education Library.

Ring, E., & Kuhn, D. (1996). *What rot: Nature's mighty recycler*. Brookfield, Conn: Millbrook Press.

Have you ever picked up a rotten pumpkin? Or left an apple in the bottom of your bookbag until it turns to mush? See how rot is nature's way of recycling life in this young science book. (excerpt from [Good Reads](#))

Available at Queen's Education Library.

Santiago, C., & Lowry, J. (1998). *Home to medicine mountain*. San Francisco, Calif: Children's Book Press.

In the 1930s two young brothers are sent to a government-run Indian residential school — an experience shared by generations of Native American children. At these schools, children are forbidden to speak their native tongue and are taught to abandon their Indian ways. In this multi award-winning book, Native American artist Judith Lowry's illustrations are inspired by the stories she heard from her father and uncle. The lyrical narrative and compelling paintings blend memory and myth in this bittersweet story of the boys' journey home one summer and the healing power of their culture. (excerpt from [Good Reads](#))

Available at Queen's Education Library.

Seattle, C., & Jeffers, S. (2002). *Brother eagle, sister sky: A message from Chief Seattle*. New York: Puffin Books.

Nearly 150 years ago, Chief Seattle, a respected and peaceful leader of one of the Northwest Indian Nations, delivered a message to the government in Washington who wanted to buy his people's land. He believed that all life on earth, and the earth itself, is sacred. A moving and compelling plea for an end to man's destruction of nature. (excerpt from [Good Reads](#)) Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Shenandoah, J., George, D. M., Ka-Hon-Hes, & Fadden, D. K. (1998). *Skywoman: Legends of the Iroquois*. Santa Fe, N.M: Clear Light Publishers.

Grades 4–9

*Skywoman: Legends of the Iroquois* is an important contribution to Native American storytelling by two noted Haudenosaunee writers. They have retold nine Iroquois stories that cover creation, the origin of the seven dancing stars constellation, the explanation for why the maple tree loses its leaves, teachings from the Little People, how a sea creature came to live in Lake Ontario, and how the bear clan became healers. One of the most significant stories explains the legacy of Jikonsahseh, Mother of Nations. Long ago, this woman played an important role in the formation of the Great Law of Peace. Creation is retold in a series of three stories that include Skywoman (the woman who fell from the skyworld), the origin of Grandmother Moon, and the role of the twin brothers in the creation of plants, animals and humans. The story about the twins emphasizes the importance of balance in the world.

The full-colour illustrations and black and white drawings by John and David Fadden enhance this collection. The art work captures the feeling of each story and provides the reader with important cultural details. The authors have created an important book for young readers about the Six Nations Iroquois. Highly recommended for grade 4 and up. (excerpt from [GoodMinds](#))

Available at Queen's Education Library.

Silvey, D., & Mantha, J. (2005). *The kids' book of Aboriginal Peoples in Canada*. Toronto: Kids Can Press.

Grades 5–6

Canada's Aboriginal peoples have shaped this country in countless ways. Their story is central to the nation's identity --- indeed, the word "Canada" is derived from the Huron-Haudenosaunee word "kanata," which means "our village." This title in the acclaimed 'Kids Book Of' series is a balanced, in-depth look at the cultures, struggles and triumphs of Canada's first peoples.

Exhaustively researched and reviewed by specialists in the field, this groundbreaking book is by far the most comprehensive of its kind. The detailed illustrations based on museum artifacts, written records of long ago and contemporary scholarship help bring the traditional ways to life for young readers. (excerpt from [Kids Can Press](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Suzuki, D. T., & Knudtson, P. (1992). *Wisdom of the elders: Honoring sacred native visions of nature*. New York: Bantam Books.

Arranged thematically, *Wisdom of the Elders* contains sacred stories and traditions on the interrelationships between humans and the environment as well as perspectives from modern science, which more often than not validate the sacred, ancient Wisdom of the Elders. Native peoples and environments discussed range from the Inuit Arctic and the Native Americans of the Northwest coast, the Sioux of the Plains, and the Pueblo, Hopi, and Navajo of the Southwest to the Australian Outback, to the rich, fecund tropics of Africa, Malaysia, and the Amazon. (excerpt from [Penguin RandomHouse](#))

Available at Queen's Education Library.

Switzer, M. (2011). *We are all...treaty people*. North Bay, Ont: Union of Ontario Indians. Grades 6–10

*We Are All Treaty People* is the 34-page illustrated history produced by the Union of Ontario Indians to promote their understanding of treaties for all people in Ontario. Written by Maurice Switzer, with coloured drawings by Charley Herbert, the book offers students and educators a brief look at the history of treaties from the Anishinabek perspective. The Anishinabek Nation includes Algonquin, Delaware (Lenape), Mississauga, Ojibwe, Odawa, and Potawatomi. The book begins with a brief overview of Anishinabek cultural history and worldview. A prediction about the newcomers comes to pass as the people assist these newcomers with food, medicines, and survival techniques.

The story continues as the period of peaceful co-existence comes to an end when competition between the French and English is decided during the Seven Year's War. As the chronological history is explained, readers are introduced to Pontiac, the Royal Proclamation, the Treaty of Niagara, and the significance of treaty wampum belts such as the "Covenant Chain" and the Twenty-four Nations Belts. Haudenosaunee (Six Nations Iroquois) history documents the exchange of the Covenant Chain Belt with the Dutch, British, and the Americans. Tecumseh, the American Revolution, Indian Territory, the Treaty of Grenville, the War of 1812, and the Robinson Huron and Robinson Superior Treaties are topics covered in *We Are All Treaty People*. Interspersed throughout these sections are maps, reproductions of treaties, and illustrations of wampum belts.

The text moves on to the creation of reserves, land rights issues, the spirit and intent of treaties, the development of legislation called the Indian Act, the creation of residential schools, the 1969 White Paper, the growth of First Nations leadership, and the creation of the Assembly of First Nations. The final pages discuss the three crucial events in the 1990s: Oka, Gustafsen Lake, and Ipperwash. The result of these and other crucial events was the Royal Commission on Aboriginal Peoples (RCAP) and the Ipperwash Inquiry. RCAP recommendations reference the importance of the treaty relationship between First Nations and all Canadian citizens.

This book's concise retelling of Anishinabek history makes it an excellent resource for schools and libraries. Ontario teachers and librarians will find this title is an excellent historical inquiry resource for providing Anishinabek perspective in the new elementary Social Studies curriculum. Highly recommended. Intermediate Spring 2012. FNCR 2013 (excerpt from [GoodMinds](#))

Available at Queen's Education Library and the Aboriginal Teacher Resource Centre at Queen's.

Toye, W. (1969). *How summer came to Canada*. Toronto: Oxford University Press.  
Grades 1–4

*How Summer Came to Canada*, published in 1969, represents an early picture book that retells a traditional account of the origin of summer. In this account illustrator Elizabeth Cleaver and author William Toye retell a Mi'kmaq traditional story. Glooskap finds his people dying from cold and hunger. After he discovers the reason for the prolonged winter, Glooskap sets out on a journey south where he finds Summer. Glooskap leads Summer home and when she arrives in the lands of the Mi'kmaq, Winter melts away.

The illustrator has cleverly used materials from nature such as pine needles, cedar, plants and potato prints in her collages. Each page contains torn paper collages of cool and warm hues that evoke the changing seasons in the story. *How Summer Came to Canada* remains an example of a Canadian children's picture book written from a non-Indigenous perspective. (excerpt from [GoodMinds](#))

Available at Queen's Education Library.

Wade, M. D. (2009). *People need plants!* Berkeley Heights, NJ: Enslow Elementary.

Did you know people use plants every day? Plants help make our houses, paper, clothes, and more! People eat different parts of plants, even the seeds, stems, and roots! Find out which plants can be eaten by using the included activity. This easy-to-read science book fills a need for nonfiction science readers while entertaining students with stunning color photos and fascinating facts. (excerpt from [What The Book](#))

Available at Queen's Education Library.