

Penguin Young Readers Group celebrates

Native American Heritage

Suggested Activities and
Annotated Title Listing
2005-2006



Includes Exclusive Q & A
with Renowned Storyteller
Joseph Bruchac

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INTRODUCTION



We are living in an age when it is possible for us to communicate almost instantaneously with people who live on the other side of the world. Yet, we are still strangers to one another. We have so much more to learn about each other's culture, history and traditions. As teachers, librarians and parents, we have the opportunity to help instill personal pride and a keen awareness of cultural identity in our young people. We also have a global responsibility to teach respect for our friends, for our neighbors and for the people we may never meet in person, but who share this place we call home, Earth.

Books allow us to share our stories, our histories and to describe our hopes for the future. They provide a way in which we can express pride in who we are. We can read about the culture, traditions and dreams of others. In so doing, books open the door to creating a better understanding of one another, help us to develop inter-cultural links and make it easier for us to lay the foundation of a more peaceful coexistence for future generations.

One hundred years ago, it was estimated that there were as few as 240,000 Native Americans left. Today, it is estimated that there are over 4 million Native Americans and Alaskan Natives living in the United States. The population of the Indigenous People of the Americas is rising dramatically. Only about one eighth of Native Americans live on reservations. The rest live in numerous mainstream rural and urban communities. Some may be your neighbors. The selection of books about Native Americans should reflect not only pre-historical and historical aspects of life, but also the diversity of contemporary Native American day-to-day situations on and off the reservation. The careful selection of culturally accurate and respectful books sends a strong message to Native American children that their heritage is valued and respected by their own family and friends as well as by readers all around the world. At the same time, the availability of such books enriches the lives of non-Native readers who can now develop a more accurate, non-stereotypical view of Native Americans.



IMPORTANT POINTS TO CONSIDER WHEN TEACHING ABOUT NATIVE AMERICANS

The discussions and activities that are linked to the reading of carefully selected books about Native Americans are as influential in sending positive or negative cultural awareness messages to students as the actual reading of the books. Here are some points to consider when selecting books, activities and discussion topics.

1. *Emphasize the point that Native Americans are alive and well today.* Many Native Americans combine contemporary life-styles with traditional values and spirituality. Some live in contemporary houses or apartments, hold mainstream jobs and dress in the latest fashions, but still maintain their cultural identity and participate in their traditional spiritual ceremonies. Discuss current situations as well as events of the past. Try to use the present tense in discussions, unless addressing historical events.
2. *Look for books that depict Native Americans respectfully as individual human beings rather than as animals or objects.* "I is for Indian," "E is for Eskimo" and "One little, two little, three little Indians..." are dehumanizing and belittling images. Illustrations that show animals dressed in Native American attire or using sacred items, children wearing adult headdresses, caricatures of Native Americans with bright red skin and drawings of Native Americans who all look alike [or who are depicted as sneaky] are demeaning. Use illustrations in books, advertisements, cartoons and movies to discuss, evaluate and challenge stereotypical representations of Native Americans. It is important to point out that Native people differ in appearance and do not all look the way Hollywood has made the public think they should look. Each person has his or her own unique look and personality. "Stoic," "noble," "war-like," "savage," "primitive" and "blood-thirsty" cannot and should not be used to describe any ethnic group.
3. *Define your terms.* It is important to make sure that terminology such as "Native American," "American Indian," "Native American Indian," "Indian," "Indigenous People of the Americas," "Amerindian," etc. are clearly defined to avoid confusion and/or disrespect. The most respectful and accurate term to use in discussion is to name the specific person or tribal group being studied. Each tribe or nation has its own history, treaties, language, ceremonies and customs. The lumping together of all native groups and of all native traditions leads to over-generalization and the dissemination of inaccurate information. Referring to North-western totem poles and Plains teepees when discussing the arrival of the Pilgrims in the Northeast is as inaccurate as referring to Swedish artifacts when studying Italian history.
4. *Be aware of derogatory or stereotypical figures of speech.* "Sitting Indian style," "Indian-giver," "acting like a bunch of wild Indians" and "going on the warpath" support stereotypical images. The term "Redskin" is considered by many to be insulting especially when used by a non-Native person. The terms "squaw," "brave," "warrior" and "papoose" have been misused, misunderstood and tend to dehumanize. In some languages, the word "squaw" can be highly insulting to Native women. It is appropriate to refer to Native American men, women and children as "men," "women" and "children."

5. *Try to find out what the real name is for the Native American group being studied.* Many groups have been referred to by names given to them by other people. Those names are frequently insulting. For instance, Mohawk is not a Mohawk word. The real name for the Mohawk is Kanienkehaka. The real name for the Sioux is the Nakota, Dakota or Lakota depending on the region from which they come.
6. *The Wampanoags and the Pilgrims did enjoy a three-day feast together, but it was not "The First Thanksgiving."* Native Americans and many people around the world were already giving thanks for successful harvests long before the Pilgrims arrived at Plymouth Rock. This would be a good time to discuss what would have happened to the Pilgrims if they hadn't received help from the Wampanoags and Tisquantum (Squanto).
7. *Role-play can be effective in discussing specific, clearly defined historical and contemporary situations in order to analyze problems, solutions and feelings.* It is not appropriate to act out *sacred* dances or ceremonies. The religious rites, stories, songs and dances of any group should be respected. Learning Native American social songs and dances, if presented within a cultural and meaningful context, can be an enlightening experience. Playing "cowboys and Indians" promotes stereotypes. Being a cowboy is a chosen vocation. Being Indian is being born with a certain racial identity. Many Indians today are cowboys. It is not appropriate to role-play an entire racial group as that only leads to stereotyping.
8. *Research the many contributions that Native Americans have shared with the world.* Corn was an important contribution, but there were and are many other contributions as well.
9. *Make it a habit to give credit to the person, book or group that shared knowledge with you.* In that way, your students will learn how to honor their sources, decide which sources are reputable and give credit where credit is due.
10. *Native American studies can be integrated into the curriculum at any time of the year and more than once.* All too often, the only mention of Native Americans is in the fall around Columbus Day and Thanksgiving.



NATIVE AMERICAN STORYTELLING ACTIVITIES



Stories were passed down by word of mouth from generation to generation through the oral tradition and weren't written down on paper until recent years. Certain stories were to be told only at specific times and by specific people. It is important to respect those traditional boundaries.



Providing cultural and/or historic context helps to prevent the reinforcement of stereotypes and gives more meaning and dimension to the stories. *The First Strawberries* retold by Joseph Bruchac is a beautiful story that explains how the Cherokee received the gift of the strawberries. The greatness of this gift could be made even more meaningful to your students by the making and sharing of Strawberry Water. Simply cut up strawberries, add water and a touch of maple syrup or honey. Let it sit for an hour before enjoying its sweetness and medicinal benefits.



Some stories explain why things are the way they are. For instance, in *How Turtle's Back Was Cracked: A Traditional Cherokee Tale* retold by Gayle Ross we find out what events took place to cause Turtle to look as he does today. Give students the opportunity to retell this story orally and then put it in writing with illustrations. This can be a fun group activity with three to five students in each group. Take the opportunity to research other stories from around the world that tell how Turtle cracked his shell.



Many stories are sometimes referred to as "Lesson Stories" in which the characters, often animals, display human behaviors. In Native American tradition, these stories were told for entertainment, but they were also told to make a child aware of his/her mistakes.



Instead of punishing a child for being greedy, a story was told in which a greedy character learned that it is better to share. Thus, the child would get the point without losing face. In *The Great Ball Game: A Muskogee Story* retold by Joseph Bruchac, we learn how valuable it is to include everyone in our lives and that everyone has their unique talent or gift. This is an opportune time to open a discussion on how it feels to be left out and how all people have their strengths and weaknesses. Lacrosse, which is related to the game played in this book, originated in the Americas, as did many other team sports and games. Students may want to learn how to play some of those games.



Very often, Native American storytellers carry a story bag containing many objects. Each object reminds the storyteller of a particular story. Students can make their own story bag and add objects, pictures or note cards as they learn and retell the stories they have heard. In that way, they will always have reminders of their growing repertoire of Native American legends.



Remember to keep the purpose of the story alive. Telling the story without discussing cultural significance or value puts it in the same category as entertaining fairytales. Providing cultural and/or historical context opens the door to discussions of universal themes of peace, respect,

humor, anger, love, personal responsibility, environmental conservation, dignity, pride, etc. In *Raccoon's Last Race* as told by Joseph Bruchac and James Bruchac, we find out why Raccoon looks the way he does today but, there are many other lessons to be learned as well. This story can easily be used to open discussions on bragging, humility, acknowledging help from our friends, alienating potential friends, being patient and accepting who we are.



Traditional clothing should be referred to as “traditional clothing” or “regalia,” never as “costumes.” Do point out that each Nation has its own style of clothing. Those styles can be researched by the students and tied into discussions on the climate and material resources of each region. The beautiful, detailed illustrations in Virginia A. Stroud’s book *Doesn’t Fall Off His Horse* show examples of clothing from the wearing of leather to the introduction of cloth and now the wearing of contemporary clothing among the Kiowa. Here is one example of how tradition is kept alive even with the introduction of new ideas and resources.



If possible, bring in Native American guest speakers so that students can see that Native Americans still exist today and that they still treasure their cultural connections. In *Eagle Song* written by Joseph Bruchac, a young Mohawk boy lives in a modern urban setting where he strives to come to terms with life and attitudes off the reservation. Discussion of this book can include contrasts in traditional and contemporary housing and clothing styles, the sharing of various cultural backgrounds, standing up for one’s beliefs and taking pride in who you are.



When books are presented that have incorrect or stereotypical content and/or illustrations, take the time to discuss the impact of that kind of information on how we feel about ourselves and about others. Students may want to write to the publishers to voice their concerns. Take the opportunity to discuss how readers must always analyze and question what is in print.



It is valuable to read about leaders of the past and of the present for they serve as role models for us all. *A Boy Called Slow* by Joseph Bruchac tells the inspirational story of the legendary Lakota known to all as Sitting Bull. *Code Talker: A Novel About the Navajo Marines of World War Two* by Joseph Bruchac presents the story of Native American heroes who have only recently been recognized for their extraordinary contribution to ending a horrific war. *Children of the Longhouse* by Joseph Bruchac presents a snapshot view of life among the Iroquois centuries ago. It takes place in a place called Kanatsiohareke, which was reestablished in 1993 by Mohawk elder, Tom Porter and a group of modern day traditional Mohawks. Reading this book affords an opportunity to compare life in an ancient Mohawk village with the present day existence of Mohawks living on the same land in an attempt to revitalize and reinforce the culture, spirituality and traditions of the Haudenosaunee. Students and teachers can arrange for visits to Kanatsiohareke or conduct research via the Internet.



Poetry is another way by which contemporary Native people can tell their stories of long ago and of today. Poems are written to express all of the human emotions, our relationship with the natural world and everything that is on our minds and in our hearts. The reading of *The Earth Under Sky Bear’s Feet: Native American Poems of the Land* written by Joseph Bruchac and illustrated by Thomas Locker is a wonderful way to spark the young reader’s interest in writing and illustrating

poetry about his/her own visions of nature. Combine the classroom study of nature with a trip to a local Nature Preserve or Environmental Education Center to provide factual knowledge with personal sensory experiences.



The reading of *Where The Buffaloes Begin* by Olaf Baker is one way in which students might begin the study of food chains, food webs, environmental conservation of plants and animals, the threatened extinction of certain animal species and how the eradication of one animal species can cause the destruction of an entire way of life and/or the food web to which it was a part.



Hiawatha written by Henry Wadsworth Longfellow is an example of a romanticized account of a fictional character with a Mohawk name. Students could then research the life of the non-fictional Mohawk orator named Hayenwentha (sometimes called Hiawatha) who assisted the Peacemaker in uniting the Mohawk, Oneida, Onondaga, Cayuga and Seneca Nations into the Haudenosaunee or Iroquois Confederacy.



Pushing Up The Sky: Seven Native American Plays for Children by Joseph Bruchac provides a way in which the teacher can introduce theatre skills into the study of Native Americans. This is another wonderful way in which the stories can be brought to life for young people.

Native American culture, tradition and spirituality is alive and well for many contemporary Native students. Let us take the opportunity to share the resources that are available today to create a safe place for our students to express the pride that is in their hearts for who they are and to show respect to others for who they are.



KAY IONATAIE:WAS OLAN, Wolf Clan Mohawk, is a retired elementary school teacher who taught in New York State for over 33 years. She then spent almost three years living at and working as Director of Kanatsiohareke, a traditional Mohawk community dedicated to revitalizing Mohawk language, culture and tradition. Ms. Olan has been telling the stories of her people and providing cultural presentations for the past 20 years.

AN INTERVIEW WITH JOSEPH BRUCHAC

by Kay Ionataie:was Olan

Joseph Bruchac is one of the most respected Native American voices in the literary community, and has won the Lifetime Achievement Award from the Native Writers Circle of the Americas. He is a poet, storyteller, musician, novelist and picture book author, and has been deeply involved through his life in the preservation of his own Abenaki culture and language.



Where did you grow up and where do you live now?

I was born in Saratoga Springs, New York in 1942. I live in the same house in which I was raised by my Abenaki descended grandfather, Jesse Bowman, and my grandmother, Marion Edna Dunham Bowman. My wife, Carol Worthen Bruchac, and I raised our two sons, Jesse and James in the very same house. It is located in the foothills of the majestic Adirondack Mountains in a little village called Greenfield Center, which is on the outskirts of Saratoga Springs. It's only ten miles away from the amazingly beautiful Adirondack Park.

As a young boy, I would help out in my grandparent's general store. I would wash cars and windows for a penny apiece, sell groceries and pump gas in Bowman's Store. Today, my sister Mary Anne lives next door, my aunt and uncle live up the road and my son James and his wife Jean live right across the street. It was in this place that I began to learn about my Abenaki, Slovak and English heritage. It was in this place that I learned to respect the land, the plants, the animals and all people.

Where did you go to school? What did you study?

I attended public school in Saratoga Springs. I wanted to be a Naturalist and so I spent three years studying Wildlife Conservation at Cornell University. The turning point came when I signed up for a creative writing class. My professor didn't think I was capable of writing anything of significance, so I worked extra hard to prove him wrong. Eventually, I changed my major to English with a minor in Zoology and earned my B.A. After that, I earned an M.A. in Literature and Creative Writing from Syracuse University and a Ph.D. in Comparative Literature from the Union Institute in Ohio.

I continued learning while living and working in West Africa teaching English in a secondary school, working as an educator for Skidmore College inside a maximum security prison, and co-founding and directing The Greenfield Review Literary Center and The Greenfield Review Press with my wife, Carol.



photo credit Michael Greelar

What are your hobbies?

I have a number of flower and vegetable gardens in which I enjoy working. I love to fish and hike. I teach karate, which I believe is a good way in which to incorporate teachings from many cultures. It makes me think about how to balance peace and restraint with power. I don't consider myself to be an artist, but I do enjoy trying my hand at making jewelry, baskets, flutes, rattles and wood-carving. While living in Africa, I played flute and did vocals in a West African band. I sing, drum and play flute in a group called the Dawnland Singers which consists of my sister Marge, my two sons and myself. Music is very important to me.

When did you start writing?

I was already writing poetry in second grade; I still have some of my poems. I continued my interest in writing all through elementary school and into high school. In my sophomore year at Cornell, I took a creative writing course with David Ray. He tried to convince me that I would never be a good poet, but that just inspired me to work harder at it. Funny, to this day, he doesn't remember telling me that I couldn't write. He wrote a very nice blurb for the cover of my first book of poems. Maybe he knew all along that I needed a push.

Who or what inspired you to start writing?

My grandfather could barely read or write, but he taught me important lessons that I would later incorporate into my writings. He taught me to respect other people and to admire everything in the natural world. He taught me the value of being kind. He showed me that talking things over carried a greater impact than using violence.

My grandmother was very big on reading. She was a well-educated woman who loved books. She filled the house with books and so I was always reading as a kid. I still read every day. I probably finish reading one book a day. Sometimes I read 16 or 17 books at the same time, reading a little from each one, during the course of a day. Books have been my friends for years.

Reading is an important first step to writing. Listening to stories is also important. I love to hear stories about people and places around here and far away. I love to hear tall tales. It's important to me to hear how other people express how they feel about things, because that helps me express how I feel.

My fourth grade teacher, Frances McTyghe, was a strong influence in encouraging me to write. She had such a wonderful way of bringing out the best in kids. She gave me a tree which I planted in my yard. I look at it and it reminds me that one teacher can change a child's life. Before she passed on, I visited her in the hospital and she could remember every child she taught in her classes.

Does your family share your interest in promoting a greater understanding of Native history and culture?

Without a doubt, most certainly. Carol, my wife of 41 years, encourages me and works with me as co-founder and co-director of The Greenfield Review Press. My sons, James and Jesse, are actively involved in promoting a better understanding of Abenaki culture and history. Both are talented

musicians. James runs an environmental education center called Ndakinna where he teaches survival and tracking skills, environmental awareness and Abenaki culture. Jesse teaches Abenaki language and works on Native repatriation issues. My sister Marge is a noted expert on northeast Native history and works hard on trying to help achieve Abenaki tribal recognition for our people. We all support one another in trying to create a better understanding between all people and our Mother the Earth.

Where do you like to do your writing?

My wife, Carol, and I have a camp about seven miles from the house where I grew up. That's where I have a special room for my writing. I spend about one to three hours each morning writing in that room. Sometimes, I cover the walls with information, maps and pictures that relate to my current project. That's how I immerse myself in the story.

Before starting the story, I study whatever connects to it. If possible, I travel to the place where my story takes place so I can relate to it in a strong way, so I can see, feel, smell, hear and touch it. I read what other people have written about the story or the place. I talk to people about it. Then I write.

From where do your stories come?

The traditional stories that I've retold come from listening. I listen. Learning through the oral tradition is very important to Native people. I've listened to Ray Fadden, Maurice Dennis, Stephen Laurent, Alice Papineau and many others. If I learn a story from someone, I give credit to that teacher. I read. I read every version of a story that I can find. Then I have to decide if those versions are correct, if they are insulting or if they promote stereotypes. When I retell the story, I try to correct the inaccuracies. I can only do that by talking to the Native people to whom that story belongs. I find out if it is proper for me to retell the story, when it can be told and in what circumstances.

My novels come from my imagination, dreams and a feeling that a certain story needs to be told. When writing historical stories, I read the historical records, travel and interview in order to get it right. I spent years doing research for *Code Talker*. After writing it, I showed it to some of the people connected with it who were World War II veterans and Navajo Code Talkers to make sure it was accurate. It's important to be accurate. The late Onondaga leader, Leon Shenandoah said, "Someone is always listening."

How do you go about starting a new book?

Usually, I just sit down and start to write. It's that simple. I sit down and let my thoughts and experiences come together. Sometimes, my idea for a new book comes to me in a dream. Sometimes, publishers make suggestions to me about what I should write. Sometimes, young people ask me why haven't I written about this or why haven't I written about that. They are the ones who encouraged me to write about contemporary Native life. My ideas come from many different places, if I pay attention and listen.

How many books have you written? Do you have a favorite?

I've written about 150 books. About 105 of them have been published. That doesn't include the articles I've written for various magazines including *National Geographic*, *Parabola* and *Adirondack Life*. I've probably written for over 1,000 different literary publications. My first book was a collection of poems published in 1971.

What advice do you have for aspiring writers?

Read, listen, write, revise and rewrite. Then rewrite again and again. I'm not a great writer, but I am a good rewriter. The best writers are very good rewriters.

Be open to other people and keep an open mind. Don't close yourself off. If you're interested in writing, it's a joy.



NATIVE AMERICAN INTEREST TITLES

~~~~~ PICTURE BOOKS ~~~~~

And Still the Turtle Watched

Sheila McGill-Callahan;

illus. by Barry Moser

"This story begins long ago when a Grandfather carves a turtle from a rock to be the eyes of Manitou. The turtle watches as . . . new people arrive, people who change the earth, eventually polluting the water, the air, even the stone upon which the turtle rests . . . The narrative voice is reserved and contemplative, which enhances the Native American flavor of the story."

—*School Library Journal*

0-14-055836-5

\$6.99 pb

Ages 6-9

An ALA Notable; an IRA-CBC Children's Choice; an ALA Caldecott

Arrow to the Sun

A Pueblo Indian Tale

Written and illus. by Gerald McDermott

This evocative tale of a boy's transformation into an arrow that journeys between the sun and earth has been recognized for its unique cultural authenticity. "The strong colors and the bold angular forms powerfully accompany the text; both color and form are visually eloquent."—*The Horn Book*

0-14-050211-4

\$6.99 pb

0-14-054364-3 (Spanish Edition)

\$6.99 pb

0-670-13369-8

\$16.99 hc

0-670-05938-2 (30th Anniv. Edition)

\$16.99 hc

Ages 3-8

An ALA Notable; an IRA-CBC Children's Choice; an ALA Caldecott Medal Winner

Boat Ride with Lillian Two Blossom

Written and illus. by Patricia Polacco

Mixing vibrant color with black-and-white pencil drawings, Patricia Polacco explores the magic of myth in a fantastical boat ride that sweeps Will and Mabel into the sky.

"The brief story has a magical feeling, with a sudden surprise that will capture listeners, and pictures large and colorful enough to share with a group."—*School Library Journal*

0-399-21470-4

32 pp.

\$16.99 hc

Ages 3-8

A Boy Called Slow

The True Story of Sitting Bull

Joseph Bruchac; illus. by Rocco Baviera

"This picture book coming-of-age story's important message—that success comes through hard work and determination rather than as a right of one's birth—comes through clearly. The story also demonstrates the importance of family and community among the Lakota people . . . The pictures evoke a sense of timelessness and distance, possessing an almost mythic quality that befits this glimpse into history."

—*The Horn Book*

0-399-22692-3

32 pp.

\$16.99 hc

0-698-11616-X

32 pp.

\$6.99 pb

Ages 4-8

An ALA Notable; a Child Study Children's Book Committee Children's Book of the Year; an NCSS Notable Children's Trade Book in the Field of Social Studies

Brother Eagle, Sister Sky

A Message from Chief Seattle

Written and illus. by Susan Jeffers

"In the 1850's, when the US wanted to buy his people's Pacific Northwest land, Chief Seattle delivered this eloquent message to a Commissioner of Indian Affairs; since then, it has been adapted several times, by Joseph Campbell among others. Poetic and compelling, it's a plea to revere and preserve the web of creation . . . A handsome setting for an ever-more resonant appeal."

—*Kirkus Reviews*

0-8037-0969-2

32 pp.

\$16.99 hc

0-14-230132-9

32 pp.

\$7.99 pb

Ages 4-10

An American Bookseller Book of the Year

The Earth Under Sky Bear's Feet

Native American Poems of the Land

Joseph Bruchac; illus. by Thomas Locker

"The [twelve] poems provide an imaginative introduction to American Indian folklore and offer teachers a fruitful point of departure for classroom discussion—from the Mohawk and the Missisquoi peoples of the Northeastern United States to the Pima, Cochiti Pueblo, and Navajo people of the Southwest to the Subarctic Inuit, these pieces reflect an awe and appreciation of the natural world."—*The Horn Book*

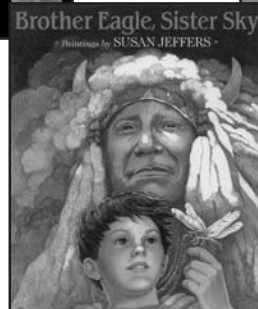
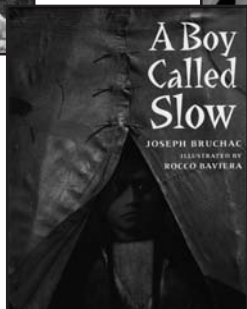
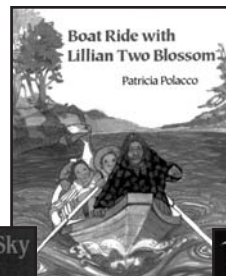
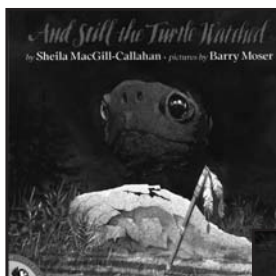
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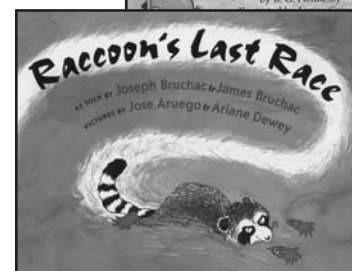
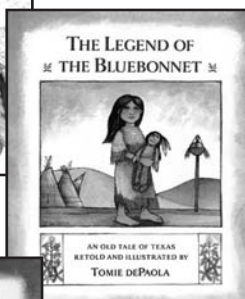
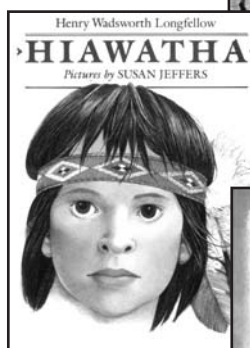
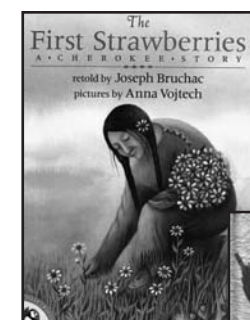
32 pp.

\$6.99 pb

Ages 5 up

A Child Study Children's Book Committee Children's Book of the Year





The First Strawberries A Cherokee Story

Joseph Bruchac; illus. by Anna Vojtech

★ "A gentle story of the Sun's healing of marital discord by a gift of ripe strawberries that magically grow at the feet of an angry woman as she flees her husband's harsh words, thus halting her departure long enough for him to catch up and make amends. Thereafter, the story concludes, whenever the Cherokee eat strawberries, they are reminded to be kind to one another . . . Complete harmony of text and pictures: altogether lovely."—*Kirkus Reviews*, starred review

0-8037-1331-2 32 pp. \$17.99 hc

0-14-056409-8 32 pp. \$6.99 pb

Ages 5-10

A Notable Children's Trade Book in the Field of Social Studies

The Great Ball Game A Muskogee Story

Joseph Bruchac; illus. by Susan L. Roth

"In this Muskogee Indian tale, the birds argue with the beasts about which are better—those with teeth or those with wings. When the quarrel escalates to the brink of war, both sides agree to settle their disagreement on the playing field . . . Short and well told, this appealing pourquoi tale lends itself to reading aloud." —*Booklist*

0-8037-1539-0 32 pp. \$16.99 hc

Ages 4-8

A Child Study Children's Book Committee Children's Book of the Year

Hiawatha

Henry Wadsworth Longfellow;

illus. by Susan Jeffers

The beautiful oral traditions of the American Indian are masterfully woven into this world-renowned grand epic poem. A stunning visual interpretation depicts Hiawatha's boyhood life.

0-14-055882-9 32 pp. \$7.99 pb

Ages 3-8

Winner of the Anne Spencer Lindbergh Prize; a *Booklist* Editors' Choice; a Parents' Choice Honor Book; a *School Library Journal* Best Book of the Year

The Legend of the Bluebonnet An Old Tale of Texas

Retold and illus. by Tomie dePaola

★ When a drought threatens the existence of the tribe, a courageous little Comanche girl sacrifices her most beloved possession—and the Great Spirit's answer results not only in much needed rain but a very special gift in return. "An ideal complement to Native American and Texas studies."

—*Booklist*, starred review

0-399-20937-9 32 pp. \$16.99 hc

0-698-11359-4 32 pp. \$6.99 pb

Ages 4-8

A *Booklist* Editors' Choice; an NCSS Notable Children's Trade Book in the Field of Social Studies

The Legend of the Indian Paintbrush

Retold and illus. by Tomie dePaola

★ In a vivid retelling of an old folk legend, an Indian brave dreams of creating a painting that will capture the beauty of a sunset. "The humanity expressed in this story illustrates the value of perseverance, and of endurance of effort that will bring its reward . . . The picture of the boy gazing mutely, patiently, into the western sky is ineffably moving."

—*School Library Journal*, starred review

0-399-21534-4 40 pp. \$16.99 hc

0-698-11360-8 40 pp. \$6.99 pb

Ages 5-9

One Little, Two Little, Three Little Pilgrims

B. G. Hennessy; illus. by Lynne Cravath

"Using the 'one little, two little, three little' format, pilgrim youngsters are shown engaging in a variety of activities such as caring for pig, gathering eggs, and writing letters on a slate . . . short, simple text and counting aspects make this dual-perspective account enjoyable to young children."

—*School Library Journal*

0-14-230006-3 32 pp. \$6.99 pb

Ages 3-8

Raccoon's Last Race

Retold by Joseph Bruchac

and James Bruchac;

illus. by Jose Aruego and Ariane Dewey

"A solid retelling of an Abenaki legend. Long ago, Azban the Raccoon was a gifted athlete, but years of terrible sportsmanship have left him almost completely friendless. Having run out of animals to annoy, he finally challenges a large boulder situated atop a hill to a race . . . The text reads aloud smoothly and keeps the action moving quickly . . . An authors' note provides some background for the story. A strong addition to picture-book collections"—*School Library Journal*

0-8037-2977-4 32 pp. \$15.99 hc

Ages 5-9



illustration © Bryna Waldman from *The Very First Americans*



The Rough-Face Girl

Rafe Martin; illus. by David Shannon

"An Algonquin Cinderella story, with accomplished . . . illustrations. A powerful invisible being will marry the woman who can prove that she's seen him; a poor man's two proud daughters try and fail, but the third, her face and hands scarred from tending the fire, has the understanding to see him everywhere in the world and is lovingly received . . . [A] strong, distinctive tale with art to match."—*Kirkus Reviews*

0-399-21859-9 32 pp. \$16.99 hc

0-698-11626-7 32 pp. \$6.99 pb

Ages 8 up

An IRA-CBC Teachers' Choice; a *Parents Magazine's* Best Children's Book

Sacajawea

Her True Story

ALL ABOARD READING SERIES, LEVEL 2

Joyce Milton; illus. by Shelly Hehenberger

"This title from the All Aboard Reading series gives a simple account of the life of Sacajawea. Milton concentrates mainly on the years of the Lewis and Clark expedition, but she also describes Sacajawea's early life as the captive of an enemy chief . . . Readers meeting Sacajawea for the first time will find her a brave and sympathetic figure, treated with dignity and respect in this appealing book for beginning readers."—*Booklist*

0-448-42539-4 48 pp. \$3.99 pb

Ages 6-8

Sitting Bull

ALL ABOARD READING SERIES, LEVEL 2

Lucille Recht Penner;

illus. by Will Williams

★ "The book covers Sitting Bull's brave accomplishments in his youth, his wisdom and influence as an adult, and his experiences later in life with Buffalo Bill, as well as his murder. This exceptionally well-documented work is an enjoyable read and a valuable resource that merits a place in all collections."—*School Library Journal*, starred review

0-448-40937-2 48 pp. \$3.99 pb

Ages 6-8

Winner of the Parents' Choice Gold Medal

Tallchief

America's Prima Ballerina

Maria Tallchief with Rosemary Wells;

illus. by Gary Kelley

"This brief biography follows Tallchief from her earliest dancing memories at age three until she begins formal training at seventeen. The narrative is skillfully crafted, using Tallchief's words to give voice to the whole; the authors highlight not only the early years of an artist, but the difficulty of growing up Native American in a culture that made it illegal for Tallchief to practice the language, religion, or ceremonies of her ancestors . . . [A] moving and joyful introductory biography."—*Kirkus Reviews*

0-670-88756-0 32 pp. \$16.99 hc

0-14-230018-7 32 pp. \$6.99 pb

Ages 7-10

An NCSS Notable Children's Trade Book in the Field of Social Studies

Thirteen Moons on Turtle's Back

A Native American Year of Moons

Retold by Joseph Bruchac and

Jonathan London; illus. by Thomas Locker

"Folklorist Bruchac and poet London work together on brief, dignified retellings of Native American legends for the accompanying text, properly pointing out in an afterword that tribes in different areas see different seasonal patterns and hold different beliefs."

—*Kirkus Reviews*

0-399-22141-7 32 pp. \$16.99 hc

0-698-11584-8 32 pp. \$6.99 pb

Ages 5-9

A Notable Children's Book in the Language Arts; an IRA-CBC Teachers' Choice; a Reading Rainbow Feature Selection; a Child Study Children's Book Committee Children's Book of the Year

The Very First Americans

Cara Ashrose; illus. by Bryna Waldman

Long before Columbus landed in America, hundreds of groups of people had already made their homes here. You may have heard of some of them—like the Sioux, Hopi, or Seminole. *The Very First Americans* briefly describes some of the hundreds of Indian tribes that lived across America before the arrival of Europeans.

0-448-40168-1 32 pp. \$3.99 pb

Ages 4-8

Where the Buffaloes Begin

Olaf Baker; illus. by Stephen Gammell

★ "Mood is all in this softly remembered and elegantly told tale . . . Gammell's misty, ethereal illustrations are powerful accompaniment to the story . . . An eminent picture book and, incidentally, one that proves black and white can move as forcefully as color."—*Booklist*, starred review

0-14-050560-1 48 pp. \$6.99 pb

Ages 3-8

An ALA Notable Book; winner of the 1996 American Book Award Studies; a Notable Book for a Global Society

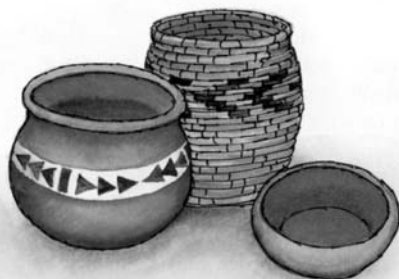


illustration © Bryna Waldman from *The Very First Americans*

NOVELS

Children of the Longhouse

Joseph Bruchac

"Bruchac . . . saturates his novel with suspense, generating an exciting story that also offers an in-depth look at Native American life centuries ago. The book also offers excellent insights into the powerful role of women in what most readers will presume was a male-dominated society. Thoroughly researched; beautifully written."

—*Kirkus Reviews*

0-14-038504-5 160 pp. \$5.99 pb

Ages 8-11

A Notable Children's Trade Book in the Field of Social Studies

Code Talker

A Novel About the Navajo Marines of World War Two

Joseph Bruchac

★ "In one of the greatest ironies in American history, when WWII broke out, Navajos—victims of the US Army effort to destroy them in the 1860's and the harshness of the mission schools in the 20th century—were recruited by the Marine Corps to use their native language to create an unbreakable code . . . [Sixteen-year-old] Ned Begay [joins] a select group of Navajo code talkers to create one code the Japanese couldn't break . . . With its multicultural themes and well-told WWII history, this will appeal to a wide audience."

—*Kirkus Reviews*, starred review

0-8037-2921-9 240 pp. \$16.99 hc

Ages 10 up

The Double Life of Pocahontas

Jean Fritz; illus. by Ed Young

In an innovative look at one of American history's legendary heroines, Jean Fritz reveals the true story of Pocahontas, a woman trapped between two cultures. "This book dispels myths and describes with immediacy the life of the girl whose active conscience made her a pawn, exploited by her own people and the white world."

—*Publisher's Weekly*

0-698-11935-5 86 pp. \$5.99 pb

0-399-21016-4 96 pp. \$14.99 hc

Ages 10 up

A Notable Children's Trade Books in the Field of Social Studies; an ALA Notable Book; an IRA-CBC Teachers' Choice

Eagle Feather

Clyde Robert Bulla;

illus. by Tom Two Arrows

Eagle Feather owes a debt to his father's cousin, and must work it off during the long summer. But his father's cousin mistreats him, and finally Eagle Feather can bear it no longer and runs away. Can the eagle feather he finds along his way really give him the bravery to endure the long and hungry journey?

0-14-036730-6 96 pp. \$4.99 pb

Ages 7-12

Eagle Song

Joseph Bruchac; illus. by Dan Andreasen

"With so many Native American stories set in the misty past, it's great to read a children's book about an Iroquois boy who lives in the city now . . . Bruchac weaves together the traditional and the realistic as Danny's ironworker father tells stories of his people's history and heroes, stories that give Danny courage to confront his schoolyard enemies and make friends with them."

—*Booklist*

0-14-130169-4 80 pp. \$4.99 pb

Ages 7-9

A Notable Children's Trade Book in the Field of Social Studies

The Flight of Red Bird The Life of Zitkala-Sa

Doreen Rappaport and Zitkala-Sa

"The overall impression that one receives from these writings is one of loss and unhappiness, a result of the profound identity crisis that [one] woman felt stranded between the Indian and white worlds. This well-documented, uniquely presented book, illustrated with black-and-white photographs, should strike a chord among adolescents establishing their own identities."—*School Library Journal*

0-14-130465-0 208 pp. \$5.99 pb

Ages 10 up

A Notable Book for a Global Society; a Notable Children's Trade Book in the Field of Social Studies; an American Bookseller Pick of the Lists; a Carter G. Woodson Honor Book

The Heart of a Chief

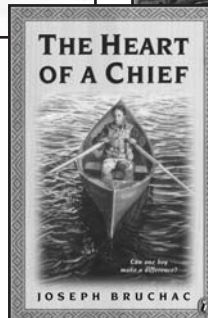
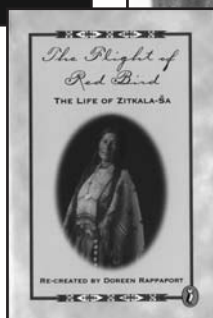
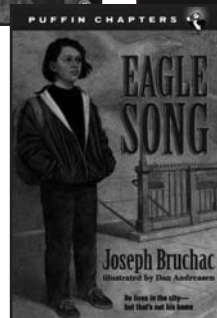
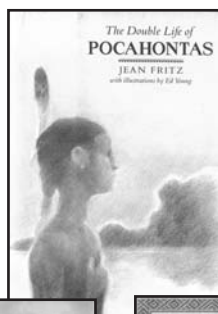
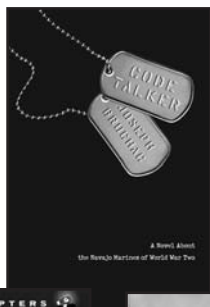
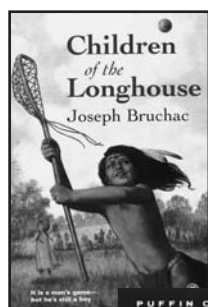
Joseph Bruchac

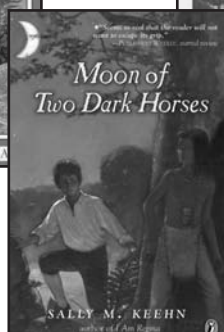
"In this novel Bruchac explores three contemporary issues in Native American culture: alcoholism, casino gambling, and the racist names of sports teams . . . Bruchac perfectly captures a boy's pride in his culture and the pain and anger he feels when his rich identity is mocked . . . Readers who see injustices in their own lives will admire how much Chris accomplishes with a simple message of respect."—*Booklist*

0-14-131236-X 160 pp. \$5.99 pb

Ages 10 up

A Notable Children's Book in the Language Arts; a Jane Addams Honor Book





Moccasin Trail

Eloise Jarvis McGraw

Jim Keath attempts to re-orient himself to life as a white man after living for six years as a Crow Indian in this novel whose "characters are portrayed so fully and sympathetically they might be alive today."

—*School Library Journal*

0-14-032170-5 256 pp. \$6.99 hc

Ages 10 up

An ALA Notable Book; an ALA Newbery Honor Book

Moon of Two Dark Horses

Sally Keehn

★ "[A] story of friendship between a Native American boy and a white settler boy is launched from a sliver of a historical incident . . . Keehn has produced an acutely insightful, complex, and deeply moving tale . . . An intricately layered and culturally and historically enlightening book that truly deserves a home in most collections."—*Booklist*, starred review

0-698-11949-5 224 pp. \$5.99 pb

Ages 11-14

Pushing Up the Sky

Seven Native American Plays for Children

Joseph Bruchac; illus. by Teresa Flavin

"Anyone looking for an unusual way to introduce Native cultures and stories might try this collection . . . The short, simple scripts are accessible to young . . . Through color and style, the paintings reflect the regions and cultures of the tribes and add to readers' appreciation and understanding of the atmosphere and setting."

—*School Library Journal*

0-8037-2168-4 96 pp. \$19.99 hc

Ages 6-10

Sacagawea

Judith St. George

"In a well-written and well-researched account, St. George humanizes her subject by revealing what she imagines Sacagawea's thoughts and emotions were during Lewis and Clark's 5,000-mile Journey of Discovery . . . [C]hildren will learn details about an important historical event and get a glimpse of Native American life in the early 1800s . . . A pleasant way to incorporate history and social studies into a literature program, or vice versa."—*Booklist*

0-399-23161-7 128 pp. \$16.99 hc

Ages 9-12

Included in the VOYA Nonfiction Honor List

The Spirit Line

David and Aimee Thurlow

"Set on a Navajo reservation, this mystery pits a gifted rug weaver against Anglo exploiters . . . Carefully combining humor and seriousness, this well-paced story contains accurate portrayals of Navajo customs . . . believable teen dialogue, and a realistic depiction of the conflicts modern Native young people face."

—*School Library Journal*

0-670-03645-5 224 pp. \$15.99 hc

Ages 11 up

Notable Book for a Global Society

Sweetgrass

Jan Hudson

★ "The poetic lore of the Blackfoot Indian sharpens a compelling coming-of-age tale of 15-year-old Sweetgrass' longing to be the wife of Eagle-Sun, and of the harrowing experiences she endures to ensure her tribe's survival. Majestic historical fiction with concerns that echo problems in today's society."

—*School Library Journal*, starred review

0-698-11763-8 168 pp. \$5.99 pb

Ages 10 up

An ALA Notable Book; a *Booklist* Editors' Choice; an NCSS Notable Children's Trade Book in the Field of Social Studies

Sweetgrass Basket

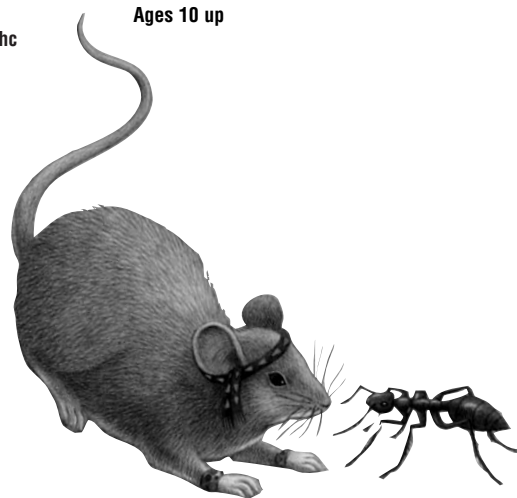
Marlene Carvell

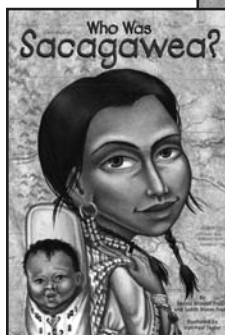
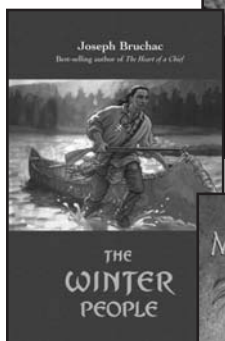
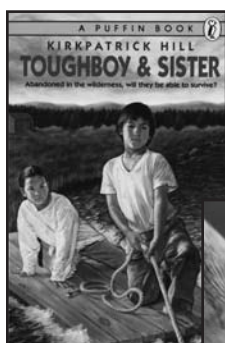
"Mattie and Sarah try to be good when their father, a Mohawk, sends them to Pennsylvania's Carlisle Indian Boarding School at the turn of the twentieth century. He believes it's best, but the children suffer cruel abuse. . . . [R]eaders will be deeply moved by the sisters' loving connection in a world of cruel authority."

—*Booklist*, starred review

0-525-47547-8 \$16.99 hc

Ages 10 up





Toughboy and Sister

Kirkpatrick Hill

★ Away from their Alaskan Indian village, 11-year-old Toughboy and his younger sister must fend for themselves along the Yukon River. "This quiet, simply told story speaks in a distinctive voice about stoic courage, dignity, and survival."

—*The Horn Book*, starred review

0-14-034866-2 128 pp. \$5.99 pb

Ages 7-12

Wabi: A Hero's Tale

Joseph Bruchac

An exciting and evocative adventure/fantasy story of a male owl who turns himself into a human being after falling in love with a human girl.

0-8037-3098-5

\$16.99 hc

The Winter People

Joseph Bruchac

"A heartbreaking but exciting story . . . Bruchac has based this historical novel on an event that took place in the fall of 1759 when Major Robert Rogers of the English forces led a group of 200 men in an attack on St. Francis . . . An excellent complement to Native American or French and Indian War units with high discussion potential."—*School Library Journal*

0-8037-2694-5 176 pp. \$16.99 hc

0-14-240229-X 176 pp. \$5.99 pb

Ages 10 up

An NCSS Notable Children's Trade Book in the Field of Social

Who Is Maria Tallchief?

Catherine Gourley;

illus. by Val Paul Taylor

Born in 1925, Maria Tallchief spent part of her childhood on an Osage reservation in Oklahoma. With the support of her family and world-renowned choreographer George Balanchine, she rose to the top of her art form to become America's first prima ballerina. Black-and-white illustrations provide visual sidebars to the history of ballet while taking readers through the life of this amazing dancer.

0-448-42675-7

\$4.99 pb

Ages 7-11

Who Was Sacagawea?

Dennis Brindell Fradin and

Judith Bloom Fradin; illus. by Val Paul Taylor

"This accessible, accurate biography provides brief contextual information about the tribes in which Sacagawea lived, from her own people, the Shoshone, to her captors, the Minnetaree and Mandan. Since almost all that is known about her is from the journals of the Lewis and Clark expedition, this work necessarily focuses on that event and her part in it."—*School Library Journal*

0-448-42485-1

\$4.99 pb

Ages 7-11







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