Selected Bibliography of American Indian Studies
Resources for Students in Grades K-6

Compiled by the American Indian Studies Program,
Wisconsin Department of Public Instruction

Note: The inclusion of any resource on this list should not be construed as an endorsement or recommendation on the part of the compiler or the Wisconsin Department of Public Instruction. Teachers are encouraged to preview all books and to use their own judgement about appropriateness depending on grade level and/or class preparedness. There are several websites that include reviews or suggestions for conducting your own review, including Oyate (www.oyate.org), American Indians in Children’s Literature (americanindiansinchildrensliterature.blogspot.com), and the American Indian Library Association (http://aila.library.sd.gov). The Cooperative Children’s Book Center (CCBC) at the University of Wisconsin-Madison (http://www.education.wisc.edu/ccbc/) is another outstanding source for locating children’s books.

*Indicates those materials appropriate for younger students, K-3

I. Introductory Resources
   A. Reference
   B. General Works
   C. Wisconsin and the Great Lakes
   D. 20th Century and Contemporary American Indians

II. Selected Resources by Nation
   A. Ho-Chunk
   B. Menominee
   C. Ojibwe
   D. Oneida
   E. Potawatomi
   F. Stockbridge-Munsee Band of Mohicans

III. Bibliography by Topic
   A. Biography and Autobiography
   B. Environmental Issues
   C. Food, Clothing and Homes
   D. Law and Government
   E. Literature – Traditional Literature; Poetry and Prose
   F. Math and Science
   G. Music and Dance (Games)
H. Religion and Religious Traditions
I. Visual Arts
J. Women

I. Introductory Resources

Reference


General Works


Wisconsin and the Great Lakes


20th Century and Contemporary American Indians


*Native Americans of the Twentieth Century*. Minneapolis, MN: Minneapolis Public Schools, 1975.


II. Selected Resources by Nation

Ho-Chunk


Menominee


Ojibwe


*-----. *Shemay, the Bird in the Sugarbush*. Duluth, MN: Anishinabe Reading Materials, Duluth Indian Education Advisory Committee, 1975.


Oneida


Potawatomi

Suggestions Welcome!

Stockbridge-Munsee Band of Mohicans


III. Bibliography by Topic

Biography and Autobiography


### Environmental Issues


### Food, Clothing, and Homes


**Law and Government**


**Literature—Traditional Literature; Poetry and Prose**


Math and Science


Music and Dance


Religion and Religious Traditions


Visual Arts


**Women**


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Fifth and sixth grade students in Illinois will find explicit connections to most Illinois social studies curricula, as well as a wealth of interdisciplinary connections. English Language Arts State Goal 1: Read with understanding and fluency. State Goal 2: Read and understand literature representative of various societies, eras and ideas. 8. It is important for students to know that there is continuity in many Indigenous societies, in that some traditional spiritual and cultural practices are strongly connected to the present in various ways, and have great meaning today (Reese 1996). 9. Do not divide Indigenous peoples and non-Indigenous peoples into â€œusâ€ and â€œthem.â€ or â€œour cultureâ€ and â€œtheir ways.â€ Additional Recommended Teacher Resources: Web sites â€¢ American Indian History and target American Indians students. in school improvement plans. Reading & Math: Because Richmond County Schools does not have American Indian subgroups, the AI project staff targets AI students by: K-5: Small group or 1:1 instruction, 2-3 days per week at targeted schools. Although there are small numbers of American Indian students at each of our other eight schools, Smokey Mountain Elementary (SME), which is the school closest to the Boundary, has the highest number. The American Indian population at SME represents a little over 50% of the schoolâ€™s student body. Schools. Four samples are collected in grades 4-8 and two are collected in grade 3. Formative feedback is provided for each sample. Several varied assessments are used at SME. Students themselves, while they may select or volunteer for independent study experiences, are frequently unprepared because they lack experience with any other way to learn except in a classroom. However, some research has shown that computer-based learning is as effective as traditional instruction. Independent Study and Extensiveness in Grades Kâ€“12. The amount of time that students devote to independent study could be much greater than is the case in most schools. Although often identified as a tool for meeting the needs of gifted students, independent study should be available for all. BIBLIOGRAPHY. DEWHURST, DAVID; MACLEOD, HAMISH A.; and NORRIS, TRACY A. 2000. Washington, DC: American Psychological Association. INTERNET RESOURCES.