As a child growing up I always enjoyed learning about Native Americans. I chose this topic as one of my possible topics because of the love I have for learning about them and their ways of life. Surprisingly, I was the only person to choose this as a possible topic therefore you have before you an Annotated Bibliography of Native American Resources.

In my years teaching and working with kids I have found students to have a natural interest in our past even if it is a small interest. I have always been able to use history to spark questions and to spark thinking. Using history in my classroom has helped me reach some of my toughest students. I do not know if it is their true eagerness to want to know more about the American past or their disbelief in the way people used to live that pulls them in and keeps them wanting more. I have witnessed my students come alive. Whatever the reason, I am happy to have a collection of resources on hand to strengthen their interest and their knowledge.

All of the books listed in this annotated bibliography are my personal copies. I was amazed when I went through my classroom library and discovered my repertoire of Native American resources. Because they are my personal copies, I can say I have had some personal experiences reading them to children. I have been able to see how they react to the beautifully written text, illustrations, and most importantly to the historical content. Never have I put them all together and thought about how they could be presented as a whole.

The resources cover different parts of the United States. I did try to find materials covering the Indiana and Ohio area. The books are appropriate for grades 3 and up. I always believe in “stretch up, stretch down” to find ways to make materials work with certain lessons and certain grades. Some books could be read to both kindergarteners and to sixth graders. It would depend on the focus of the lesson. All but one book focuses on 19th century content. The content of the resources serve as good introduction material for students just learning about Native Americans.

I currently teach third grade and it is planned for me to teach fourth grade next year. I do not know if I could ever enable my students to fully understand the condition of the Native American peoples at their current age. I believe as their teacher it is my duty to provide them with resources such as these to help them gain an interest in a topic and to help them become lifelong learners. As they age, mature, and gain life experiences they will remember the days of being in Mrs. Hilbert’s class learning about Native American History and finally have an appreciation for American History.

**Annotated Bibliography of Native American Resources**

**Young Adult Fiction**

**Cooper, James Fenimore. The Last of the Mohicans. New York: Playmore, Incorporated, 1979.**

James Fenimore Cooper was a famous American Novelist who lived from 1789-1851. He is the author of what some consider the most famous Indian story of all time – The Last of the Mohicans. This particular version is an Illustrated Classic Edition for children adapted by Eliza Gatewood Warren. In this
story, readers follow the adventures of a Colonial scout named Hawkeye and his Indian friend Chingachgook during the time of the French and Indian War. Though very different men, they both love the new world and seek peace amongst their races. They find themselves risking their lives to help two English sisters all while building a noble friendship along the way. Use: This novel can be used to spark student interest in Native American History and to introduce a famous 19th Century Author. Level: 3rd Grade - Up

Non-Fiction Picture Books


Do you want to know more about the Native American Tribe called The Iroquois and what it was like to grow up in an ordinary Iroquois family? This text includes a brief introduction to American History, the people living on the land, and how the Great Iroquois League came to be known. It is written in a question and answer style format. All forty eight questions are kid friendly and provide basic facts to show how these people lived hundreds of years ago. Use: This picture book should not be read as a read aloud, but could be read aloud in parts to help students gain background knowledge of the Iroquois way of living. Level: 3rd Grade - Up


Do you think all Native American tribes are the same? By reading this book, the reader will learn that no two tribes live the same way of life. They live in different houses, wear different clothes, ate different food, spoke different languages, and raised their children in different ways. After reading a brief introduction the reader will encounter thirty seven questions answered in kid friendly text. It also includes a section entitled “Places to Visit” in order to give admirers a more hands on experience. Use: This picture book should not be read as a read aloud, but could be read aloud in parts to help students gain background knowledge of the Sioux way of living. It also serves as a nice companion to attached pictures of Spotted Tail and his family and to stories about Sitting Bull. Level: 3rd Grade – Up


This is the sole book out of all of the resources that is focused outside of the 19th century taking place during the 1930’s. Based on a true story, the story is about an African American family that leaves home to visit a grandfather who lives with the Seminole Indians because he believes slavery is wrong. He was rescued by the Native Americans from a plantation and has become one of them. The family celebrates through the combining of their two cultures. Use: This story serves as a great read aloud. It challenges the reader to think about two cultures coming together to live as one. Level: 3rd Grade - Up


Living in the Great Smoky Mountains over more than 200 years ago was much different than it is today. Readers can learn more about it through the Cherokee people in this particular text. In a question and answer style format the author takes the reader through twenty nine questions about the Cherokee way of life. Learn about their eating habits, hunting ceremonies, where they went to school, if they scalped their enemies, and much more. The Trail of Tears is covered along with a special section dedicated to the Cherokee Syllabary. Use: This picture book should not be read as a read aloud, but
could be read aloud in parts to help students gain background knowledge of the Cherokee way of living. **Level:** 3rd Grade – Up


Did you ever wonder who danced the Ghost Dance? How did the plains men celebrate their first kill? Where did the Apache come from? All of these questions and more can be answered in this particular text. This unique design of question and answer style text includes photographs and illustrations of the Native American lifestyle. Students are attracted to this unique book design. **Use:** This book does not serve as a read aloud, but can easily increase teacher and background knowledge of Native American History. It can be used as reference materials during lessons. **Level:** 3rd Grade - Up

**Fiction Picture Books**


Henry Wadsworth Longfellow was a 19th Century author interested in the Native American Culture and knew many Native Americans of his time. He felt very deeply about Native Americans and was inspired to publish an epic poem entitled *The Song of Hiawatha* on November 10, 1855. This book is a tribute to a section of that poem and demonstrates the Native American love of nature. **Use:** This book can serve as a read aloud to support Native American studies. It can also be used to study the lyrical verses and imagery of the text. **Level:** 3rd Grade - Up


In this beautifully written, melancholy tale, the reader meets Sitting Bull as he looks back in time at the events that helped make him who he was at the time of telling the story. As Sitting Bull is compared to a bear trapped, the reader is forced to think about life on a reservation and how the white people put Native Americans there. **Use:** This book can be used as a read aloud to introduce a famous Sioux Native American, to help create background knowledge about Native Americans, and lastly to help create background knowledge about how the white people changed the Native Americans, the lands, and how they affected the environment. **Level:** 3rd Grade - Up

**Environmental Picture Books**


Animals held a strong position in Native American traditions. This text allows the reader to look into how the Mohawk, Hopi, Yaqui, Haida, and many other cultures look at animals compared to the western world. A brief introduction along with a map of Native American tribe locations throughout the United States precedes over thirty stories about creation, celebration, vision, feathers, fur, scales, skin, and survival. A glossary and pronunciation key are included towards the back of the book. The reader will also find a detailed Tribal Nation Description section. **Use:** This book is divided into short stories and can easily be read aloud to support the description of Native American beliefs, ways of life, and discussion. **Level:** 3rd Grade-Up


Are you looking for a book to provide students with an alternate way to learn about Native American traditions and beliefs? This book provides seven traditional Native American plays. There are
multiple parts that can easily be adjusted to fit different size groups and needs. An organized list of characters, props, scenery, and costumes is provided before each play. **Use:** This book can be used to enhance student understanding of the Native American culture through acting and participating in a play. **Level:** 3rd Grade - Up


In the beginning the reader is introduced to maps and a timeline of American History focusing on environmental issues over 7,000 years ago. We learn about a very special river – the Nashua River. A brief introduction tells how Native American people utilized the river, how white man’s progress came into play which in turn changed the Native American way of living and the natural dynamics of the river. The reader is exposed to how the people fought pollution to restore the natural beauty of the river. **Use:** This serves as a great read aloud to support Native American history and environmental history. **Level:** 3rd Grade - Up


Meet a Native American story teller. The reader never knows his name, but he guides you through the Florida Everglades by canoe and teaches you about the land where the Seminole Indians once used to inhabit. We see how it was, how it has changed, what is today, and what it can become. **Use:** This is a great read aloud that can serve as a teacher of Native American History and American History. It also informs the reader about numerous environmental issues. **Level:** K - Up

**Young Adult Biographies**


Meet Pocahontas. This beginning biography introduces her as a young girl and travels through her life until her death at 21 years old. The reader is able to experience two worlds coming together – the settlers at Jamestown and Pocahontas’ family. Pocahontas meets John Smith and later marries John Rolfe. **Use:** This book can serve as a read aloud to introduce a famous Native American and to gain background knowledge of Native American history. **Level:** 2nd Grade - Up


This story begins with a short introduction of Sacagawea and the new dollar coin issued in 2000. A map of Lewis and Cark’s expedition from 1804-1805 is included. Nine chapters follow telling the entire story of Sacagawea and her life, her journeys, and her legacy. **Use:** This book could serve as an independent read for students, a teacher reference to support lessons, and a book to increase background knowledge of a famous Native American. **Level:** 2.8 – Up


The reader is introduced to a young, Native American Shawnee boy named Tecumseh who lived during a time of war. After his father’s death and living with his mother’s grief, Tecumseh grows and learns all the skills to eventually become a great Shawnee chief. Tecumseh takes great pride in his people and carrying on their traditions. His people look up to him as he leads them through many battles until his death. **Use:** This book provides the reader with background knowledge of a famous Native American Chief in addition to American History. It makes a nice Indiana connection by discussing
Tecumseh’s travels and battles through Indiana and Ohio regions. It also includes a map of Tecumseh’s Country in Indiana and Ohio. **Level:** 3rd Grade – Up

**Teacher Reference Books**

All of the following books can be used to increase teacher background knowledge of Native Americans and the white population during the 19th century, and to support student achievement.


This book is an excellent source to strengthen knowledge of Indiana History in general. It details primary and secondary accounts of events taken place in Indiana throughout time. There are certain sections throughout the books focusing on Native Americans. Readers can learn about the Native American relationships with the British and the French, more about the struggles between William Henry Harrison and Tecumseh, and how to accurately portray Native American History.

**Hesser, Leon F. *The Tamins of the Wilderness Indiana’s Transition From Indian Hunting Grounds to Hoosier Farmland: 1800 to 1875.* Bloomington: Indiana University Press, 2002.**

In addition to learning about how Indiana changed from complete wilderness to commercial agriculture in the 19th century, this resource provides certain sections devoted to Native Americans in Indiana. The reader is exposed to the Native American attitude towards Indiana land before and after the French and Indian War and the Revolutionary War, the Battle of Tippecanoe, and the story of how many Native Americans were pushed out of Indiana. Native Americans taking settler wives is also a topic covered in this text.


This text begins covering American History during 1580 and ends around 1997. It acts as an amazing American History resource over many topics, but for Native Americans in particular. Native Americans before Europeans arrived, relationships and attitudes towards them from different populations, conversions to Christianity, social characteristics, war, and more are only a few of the issues covered in this lengthy text.

**Photographs**

These photographs were chosen as part of this bibliography to provide students with a beginning understanding of the Native American people – how they looked, how they dressed, how they lived etc.

**Chiricahua Apaches – After. 1886. X32904, Denver Public Library. [April 25, 2011].**

This is a black and white photograph of the Chiricahua Apaches, boys and girls, four month after arriving to the Carlisle Indian School in Carlisle, Pennsylvania. J. N. Choate photographed this picture in
1886. **Use:** This photograph can be used with the next listed photograph to demonstrate to students the influence of the white people on the Native Americans. **Level:** Any

**Chiricahua Apaches – Arrival. November 4, 1886. X-32903, Denver Public Library.**  

This is a black and white photograph of the Chiricahua Apaches, boys and girls, taken upon arriving to the Carlisle Indian School in Carlisle, Pennsylvania. J. N. Choate photographed this picture on November 4, 1886. These Native Americans were coming from Fort Marion, Florida. **Use:** This photograph can be used with the previous picture to demonstrate to students the influence of the white people on the Native Americans and how they changed. **Level:** Any

**Indian Boys. 1894. Salsbury Collection, Buffalo Bill’s Wild West Show Album Number 4, NS-616, Denver Public Library.**  

This is a black and white photograph. Four Native American children stand in front of a teepee, painted with several pictures, located in a camp for Buffalo Bill’s Wild West Show at Ambrose Park in Brooklyn, New York. **Use:** Students will be able to see how young Native American children dressed as the boys are wearing feather headdresses, breast plates, and vests. **Level:** Any

**Iowa Indian Out Hunting. May 1, 1890. X-30970, Denver Public Library.**  

This black and white photograph shows a Native American from Iowa out hunting. He is riding a saddled horse and appears to be in a field. Viewers can see the type of shirt he wears along with his vest, breechcloth, leggings, and his feather ornament. He is hunting with a bow and arrow. **Use:** By viewing this photograph students will be able to see how young Native American boys dressed and hunted. It will give them background knowledge about Native Americans. **Level:** Any

**Spotted Tail. Between 1870-1881. LOT 12337-2, Library of Congress.**  

This black and white photograph pictures Spotted Tail-Brule, a Sioux chief. **Use:** This photograph can be used to introduce students to a male Native American as they begin to study a Native American family during the 19th century. Once showing general pictures of Native Americans, this picture should be introduced and should precede pictures of his family. **Level:** Any

**Spotted Tail’s Family. Between 1875-1885. X-31897, Denver Public Library.**  

This black and white photograph shows Spotted Tail’s wife and family. They are a Sioux family. This photograph was taken possibly at Pine Ridge Agency, South Dakota. **Use:** This photograph should be used to show examples of a Native American family paying special attention to their attire and way of life. For example each person is wrapped in a blanket and the boys have hair pipe chokers. **Level:** Any

**Spotted Tail’s Wife. Between 1875-1885. X-31896, Denver Public Library.**  

This is a black and white photograph. This is a photograph of Spotted Tail’s wife and one of his babies. It was taken in a studio. **Use:** This photograph should be used to show examples of a Native American family. Special note should be taken of their attire – dress, blanket, shawl, and swaddling clothes. **Level:** Any
Typical Home, Indian Girl and Sleepy Companion at Home. 1891. Salsbury Collection, Buffalo Bill’s Wild West Show, NS-287, Denver Public Library. [April 21, 2011].

This black and white photograph shows a Native American girl sitting in front of her teepee. The location of the photograph is Pine Ridge, South Dakota. There is a puppy lying next her on a log. Multiple teepees are pictured. Use: This photograph can be used to show examples of a Native American family and how they live. Level: Any

Websites


This website is devoted to tell the story of Spotted Tail. He was a Sioux chief. The reader learns about how he was raised by his grandparents, how he was slow as a boy, and often at a disadvantage of others. The story continues to describe his characteristics, lifestyle, family, and how he came to be as a chief. Use: This website should be used to help increase background knowledge for teachers when teaching lesson. Level: Teacher References and can be shared with students at teacher discretion.

Field Trips

Eiteljorg Museum of American Indians and Western Art
Joseph Moore Museum
Hayes Arboretum Indian Mounds

Conclusion of Annotated Bibliography

Through this class and this project I have most certainly increased my knowledge in regards to Native American History. I have learned more about the different types of tribes in the United States and how their lifestyles differ. I have learned about famous Native Americans, but have also increased my knowledge about the everyday, not so famous Native Americans. I have learned more about their lifestyles, their beliefs, their traditions, how they were perceived by others, and how they perceived others. This project has allowed me to gather resources I have collected over the years and organize them in a way where they can be more functional for me and more beneficial for students in the classroom.

More importantly, this project and class has reminded me to always look at history with open eyes. The Native American Story is not an easy story to tell. There are many resources available, however, it is essential to consider perspective and time period in order to understand and appreciate the human condition of the Native Americans.

It was my hope while doing this project that I would be able to find information about Native Americans in this area. I was especially interested in the Adena and Hopewell Native Americans. There are Indian Mounds supposedly created by these tribes located at the Hayes Arboretum. I have always wanted to find more information about them, but unfortunately was unsuccessful in my search. It is my new goal to continue my search, increase my resources, and continue to strengthen my knowledge about Native American History.