

## Reviews

### School Library Journal Series Made Simple

Gr 3-8 – This series helps readers comprehend Native American nations as separate communities with their own cultures rather than as one monolithic group. Each volume highlights the original land, traditions, beliefs, and political hierarchy of the covered nation. Large photos, paintings, maps, and infographics help readers understand the content. Authors describe encounters with the colonizers and the impact they had on each nation. Readers also learn about each nation today, including where they live and how they uphold their traditions. Titles cover contributions Native American nations have made to the society at large, such as Navajo Code Talkers and the Blackfoot Environmental Office's drinking water tests. Images of traditional dwellings, clothing, and art portray how distinct these communities are from one another. Back matter includes a time line, glossary, additional resources, and index. VERDICT: A stunning introduction to Native American nations.

### South Sound Book Review Council

Liz Sonneborn presents excellent information about the past and present Hopi people – the “people who live the correct way”. The Hopi live in present day northern Arizona which is a very dry arid land. The Hopi have devised unique ways to successfully live in this climate, in balance with nature, but present-day draught/climate change is making it more difficult. The book informs about traditional and present use of the Hopi's resources, the Hopi's introduction to European contact, their government, and their use of both English and the Hopi languages. The book includes: a timeline, glossary, index, and a safe internet web site - [FACTSURFER.COM](http://FACTSURFER.COM) - for further information.

### South Sound Book Review Council

My friend born and raised on the Navajo reservation was very impressed with how accurate and up to date this book on his native people is. I reached out to my friend and former colleague after reading author Betty Marcks statement, “I am a white women of European descent. As such, I can claim no direct lived experience of being a Native American...” My friend thought very highly of Marcks' inclusion and importance of the Navajo language, the clans, the early history of the Navajo with white culture, the native uses of resources- the rug weaving, basketry, jewelry making, the cultural upbringing of the women, and the current Navajo government. Mt friend was under the impression Marcks must have talked with a Navajo elder. The book includes a timeline, glossary, a student-safe-to-use [FACTSURFER.com](http://FACTSURFER.com) internet site, and index.

## FAQs

### Why "Native American" and not "Indigenous" or "American Indian"?

There is no real consensus on the best term—each person and group have their own preferred term. We opted for "Native American" because it has been the generally accepted term for recent history, particularly in schools, and doesn't carry negative connotations like "American Indian" can. We also wanted to signal a focus on people in the United States, and "Indigenous" can be applied around the world. Ultimately, the book's text uses the term "Native American" relatively infrequently in favor of specific names.

### Why "Nations" and not "Groups"?

Our consultant noted that "Groups" can be a sensitive term for communities and could result in “othering.” Using Nations acknowledges and promotes sovereignty.

### Sioux vs. Dakota, Lakota, Nakota

Similar to "Native American" vs. "American Indian", there is quite a bit of divisiveness with the term "Sioux", since most people use their language group name, but a lot of government terminology uses "Sioux". Ultimately, we wanted to be able to include all 3 language groups in the book. Within the book, we introduce the Sioux name but almost exclusively use Lakota, Dakota, and Nakota when talking about the people (The book addresses this on p. 4).

### Blackfeet vs. Blackfoot

Both terms are used by these people. The Blackfeet is the term used by the Amskapi Piiikani Nation in Montana, and the Blackfoot is more commonly used by 3 other nations in Canada, so we opted to follow the nation that is in the U.S. (the book addresses this on p. 4).

### Consultant

Every manuscript and layout went through our consultant, a member of the Cheyenne River Sioux and an employee at UCLA American Indian Studies department as a student advisor.

### Authorship

Attempts to procure a Native American author resulted in scheduling conflicts that required us to part ways during production. To maintain authenticity, our series authors made every effort to pull from sources written by Native American authors as much as possible and included a positionality statement on p. 2.

### General

We know and appreciate that Native American people are not a monolith, but rather, many cultures with diverse traditions, values, and opinions and we tried to speak to that as much as possible while providing accurate information to readers. Because these are meant to be general overviews for readers 8-13 years old, we are not always able to include everything we would like in order to keep it accessible to younger readers.

