

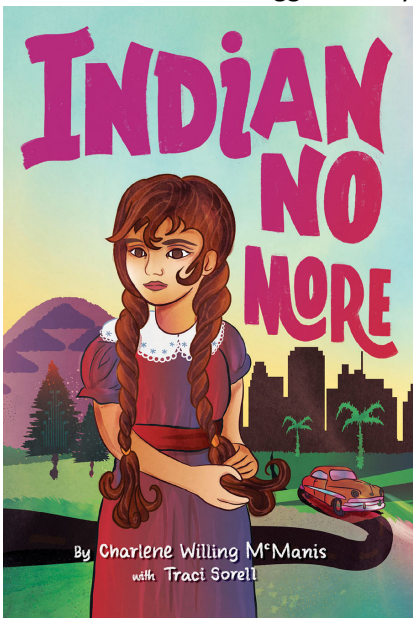


TRACI SORELL writes fiction and nonfiction books as well as poems for children. Her lyrical story in verse, *At the Mountain's Base*, celebrates the bonds of family and the history of history-making women pilots, including Millie Rexroat (Oglala Lakota). *We Are Grateful: Otsaliheliga*, her Sibert Honor, Boston Globe-Horn Book Picture Book Honor, and Orbis Pictus Honor—award-winning nonfiction picture book, received starred reviews from *Kirkus Reviews*, *School Library Journal*, *The Horn Book* and *Shelf Awareness*. A former federal Indian law attorney and policy advocate, she is an enrolled citizen of the Cherokee Nation and lives in northeastern Oklahoma, where her tribe is located. For more about Traci and her other works, visit tracisorell.com.



The late **CHARLENE WILLING MCMANIS** (1953-2018) was born in Portland, Oregon and grew up in Los Angeles. She was of Umpqua tribal heritage and enrolled in the Confederated Tribes of Grand Ronde. Charlene served in the U.S. Navy and later received her Bachelor's degree in Native American Education. She lived with her family in Vermont and served on that state's Commission on Native American Affairs. In 2016, Charlene received a mentorship with award-winning poet and author Margarita Engle through We Need Diverse Books. That manuscript became this novel, which is based on her family's experiences after their tribe was terminated in 1954. She passed away in 2018, knowing that her friend Traci Sorell would complete the revisions Charlene was unable to finish.

Regina Petit's family has always been Umpqua, and living on the Grand Ronde Tribe's reservation is all ten-year-old Regina has ever known. Her biggest worry is that Sasquatch may actually exist out in the forest. But when the federal government



enacts a law that says Regina's tribe no longer exists, Regina becomes "Indian no more" overnight—even though she lives with her tribe and practices tribal customs, and even though her ancestors were Indian for countless generations. Now that they've been forced from their homeland, Regina's father signs the family up for the federal Indian Relocation Program and moves them to Los Angeles. Regina finds a whole new world in her neighborhood on 58th Place. She's never met kids of other races, and they've never met a real Indian. For the first time in her life, Regina comes face to face with the viciousness of racism, personally and toward her new friends.

Meanwhile, her father believes that if he works hard, their family will be treated just like white Americans. But it's not that easy. It's 1957 during the Civil Rights era, and the family struggles without their tribal community and land. At least Regina has her grandmother, Chich, and her stories. At least they are all together. In this moving middle-grade novel drawing upon Umpqua author Charlene Willing McManis's own tribal history, Regina must find out: Who is Regina Petit? Is she Indian, American, or both? And will she and her family ever be okay?

Relevant Vocabulary:

- Indigenous People, Native People, First People
- Tribal roll number
- Grand Ronde Indian Reservation (Salem, Oregon)
- Bureau of Indian Affairs
- Umpqua
- the rez
- historical fiction
- racism and discrimination
- Public Law 588
- Public Law 98-365

RRS connection to TEKS (4-5th grade): Please refer to TEKS for English Language Arts and Reading:

1. **Comprehension skills:** listening, speaking, reading, writing, and thinking using multiple texts.
2. **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts.
3. **Author's purpose and craft:** listening, speaking, reading, writing, and thinking using multiple texts.
4. **Composition I:** listening, speaking, reading, writing, and thinking using multiple texts--writing process.
5. **Composition II:** listening, speaking, reading, writing, and thinking using multiple texts—genres.
6. **Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts.

Pre-reading reflection and dialogue:

- What does an author do?
- Think about the purpose of historical fiction novels. What are the key elements of historical fiction?
- Think about the title of the book? What does it tell us about the story? What do you think the story is about?
- What do you know about Native people? What questions do you have about Native people? Get help from your librarian to find more information about the Umpqua.
- Read the authors' notes at the end of the book: What questions do you have right away?

While-reading engagement:

Pg 1-21: Regina introduces you to her family and mentions important moments of her family's story. She also describes her home and surroundings. Collaborate with your friends to create a drawing of Regina's world as she describes it. You can also create an anchor or character chart if you prefer to outline Regina's story. Take note of family traditions and teachings. Ask the librarian to help you find information about the Public Law 588/ Indian Relocation Program. What do you think the family will do?

Pg 22-49: Regina's family is moving to California. Choose a character and write/draw what this person is feeling. What do you think she/he will miss and what do you think they hope to find in California? Storytelling is part of Chich's relationship with her grandchildren. Do you tell stories in your family? Life begins anew in California. Begin a timeline of events to explain Regina's life after the Public Law 588 was put in place.

Pg 54-74: As Regina and Peewee make new friends, Chich uses her family memories to teach them about the Umpqua people. What did you learn about this group of indigenous people? Get help from your librarian to gather more information about the Umpqua. Make a list of the inaccurate ideas (stereotypes) shared by the girls' new friends. Think about why so much false information exists and counter it with facts that you find. Regina also describes her first summer in California. Think about your summer days and share stories with your friend. Think about the Cowboys vs. Indians game that children used to play, what do you think? Do you still play a similar game today? You can also create a new game to match your favorite TV show.

Pg 75-104: School is back in session and Regina learns that her new school is very different. Compare and contrast Budlong Elementary and the Indian Agency School. You can write, draw, or share your ideas aloud. You can also compare her feelings/emotions about her new home to how she felt at the reservation. Halloween brings a mix of challenges for Regina and her family. What strategies have you learned from your teacher and counselor that would help Regina understand the racism she and her friends encountered while trick or treating.

Pg 105-118: Create character drawings or charts for Regina's parents, grandmother, and sister. What personality traits do they share? Discuss the characters of the television show, *The Lone Ranger*. What stereotypes does Regina have to dismantle in her new world outside of the reservation?

Pg 119-140: Why is the Thanksgiving Day school play such a difficult experience for Regina's family? The family gathers for Thanksgiving Day, what does your family do on this day? Regina says, "life was feeling a little better in Los Angeles" (p.132). Think about what the family has gained and what they've lost in California.

Pg 141-158: *Indian No More*- What does this mean? How do you think that Regina and her family feel? What does it mean to be "American" in the United States? Why is Regina's father so upset? Think about how racism is now part of their daily life in California and how this affects the family.

Pg 159-168: The family experiences the loss of grandmother, Chich. How does Chich's passing affect Regina and her family?

Pg 171-177: What are other new words can you add to this list of definitions?

Pg 178-207: Learn more about the authors, their personal stories, how life changed again in 1983 after Public Law 98-365 was passed. Talk about how Charlene and Traci worked together to write a historical fictional novel that told the story of Native people. You also hear from the book's editor. What does an editor do? Do you love storytelling? If you do, lead your friends in creating your own classroom stories. You can work together as authors, illustrators, and editors.

Post-reading and wrap-up:

- Discuss the take-home message and form your own opinion. With your teacher's help, look for reviews of this book. For example, Publisher's Weekly and Kirkus Reviews. Do you agree or disagree with the reviews? Write, draw, or share your thoughts.
- Provide recommendations for future readers: Should other 4-5th graders read this book? What do you think?
- Get inspired by Regina's story. Write something that's happening in your life or that has happened. What story should you tell?
- Make a Venn Diagram and compare yourself to Regina. What is similar? What is different? Decorate it with pictures and drawings.
- Take a story from home: ask your parents to tell you a story from when you were younger. Write it down like a chapter from your own book. Draw or find a picture to go with it. Be sure to post it for Traci to see!
- Make a welcome banner for Traci Sorell! Decorate it with photos and drawings.
- Prepare three questions you would like to ask Traci Sorell during her campus visit.

Useful links:

- The Open Book Blog: <https://blog.leeandlow.com/2019/05/15/cover-reveal-indian-no-more-by-charlene-willing-mcmanis-with-traci-sorell/>
- Author's website: <https://www.tracisorell.com/indian-no-more>
- Kirkus Review: <https://www.kirkusreviews.com/book-reviews/charlene-willing-mcmanis/indian-no-more/>
- Unspoken on PBS: <https://www.pbs.org/video/unspoken-americas-native-american-boarding-schools-oobt1r/>