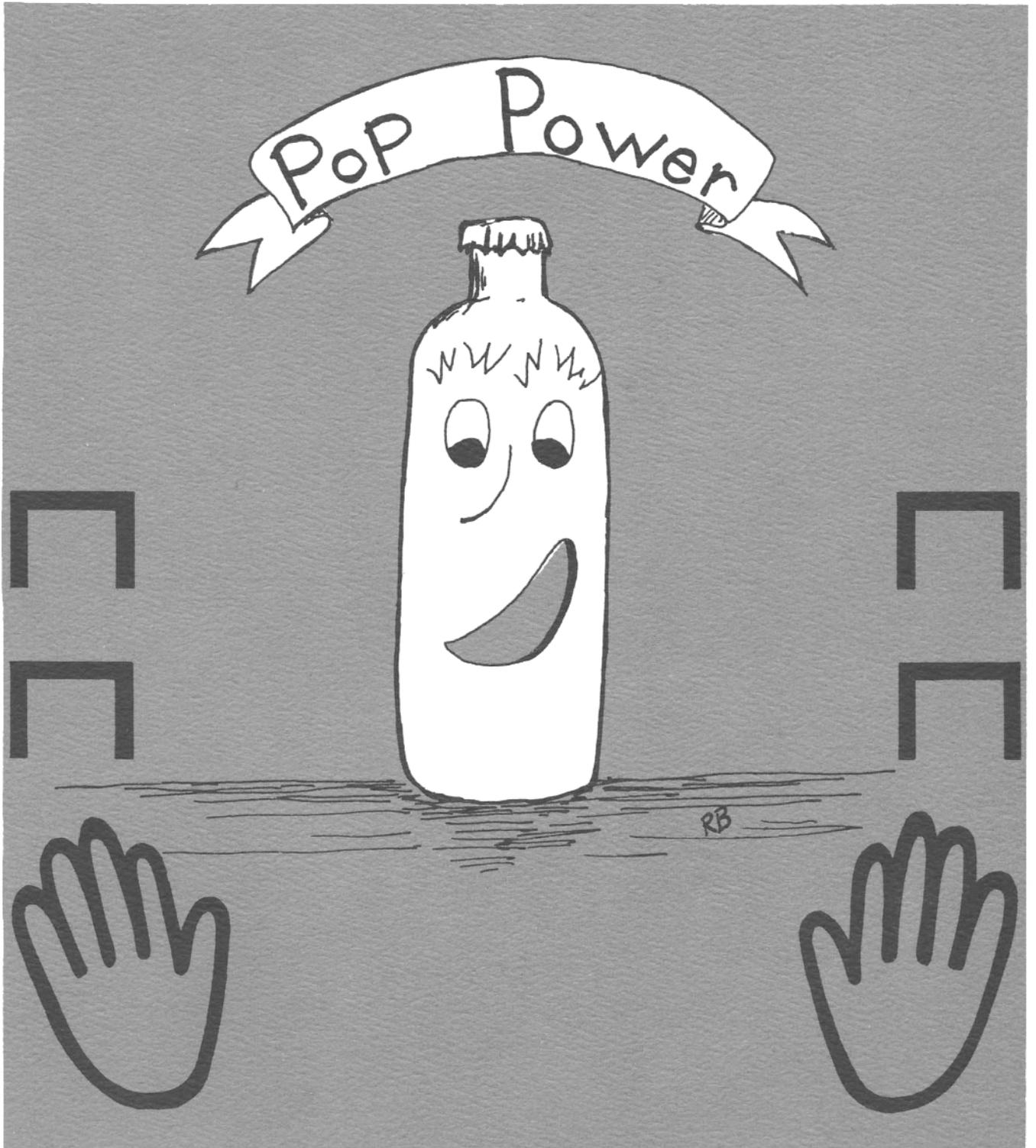


# My Name Is Pop

The Indian Reading Series



***THE INDIAN READING SERIES: Stories and Legends of the Northwest*** is a collection of authentic material cooperatively developed by Indian people from twelve reservations. Development activities are guided by a Policy Board which represents the Indian community of the Pacific Northwest. The Pacific Northwest Indian Reading and Language Development Program Policy Board members are:

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THE INDIAN READING SERIES:  
Stories and Legends of the Northwest

## My Name Is Pop

Level I Book 13

A Crow Story

Written and illustrated by Henry Real Bird

Joseph Coburn, Director  
Pacific Northwest Indian Program  
Northwest Regional Educational Laboratory

Developed by the Pacific Northwest Indian Reading and Language Development Program  
Northwest Regional Educational Laboratory, 710 Southwest Second Avenue, Portland, Oregon 97204

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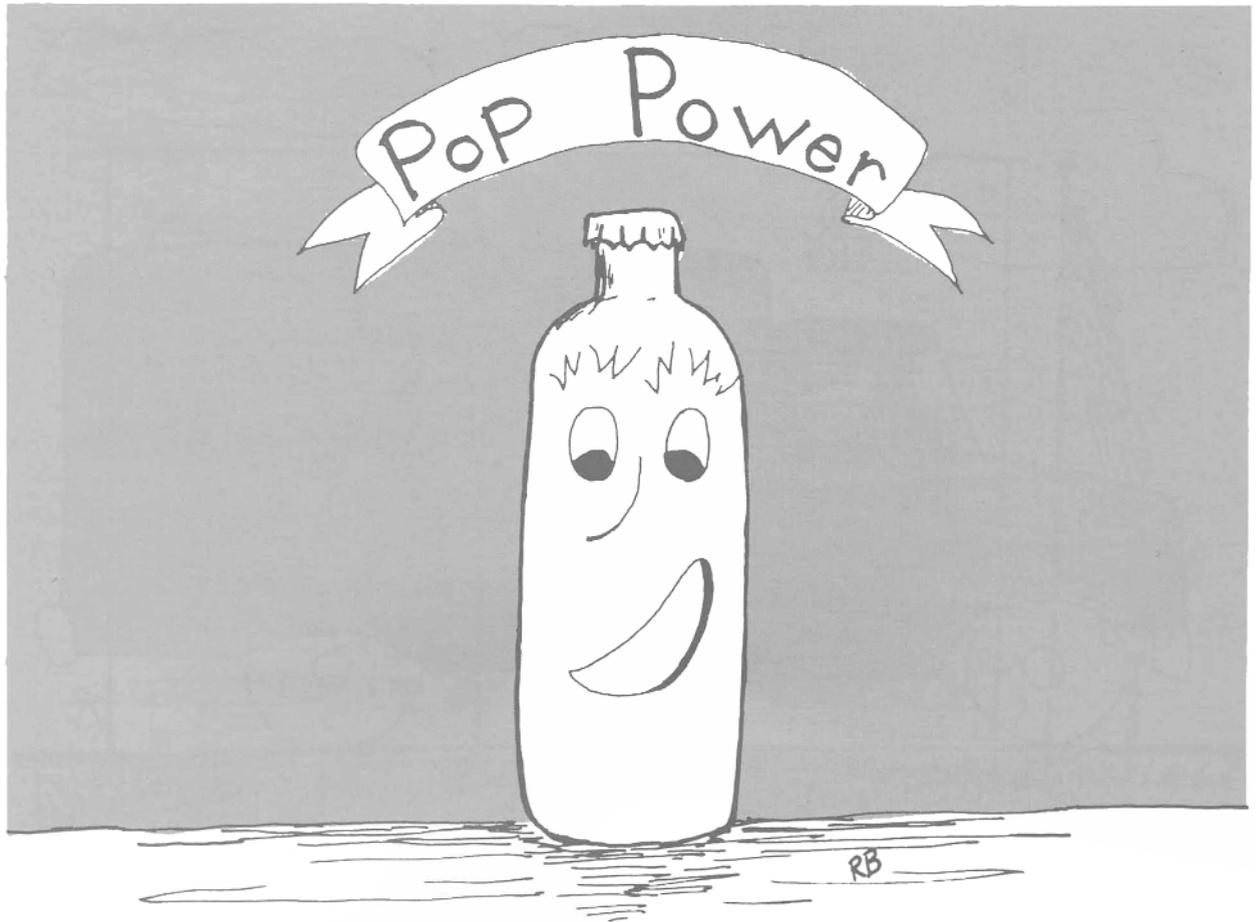
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*My Name Is Pop* is the life story of a pop bottle. Pop tells about when he is full of sweet drink, when he is empty along the side of a road, and when he is finally picked up and filled all over again.



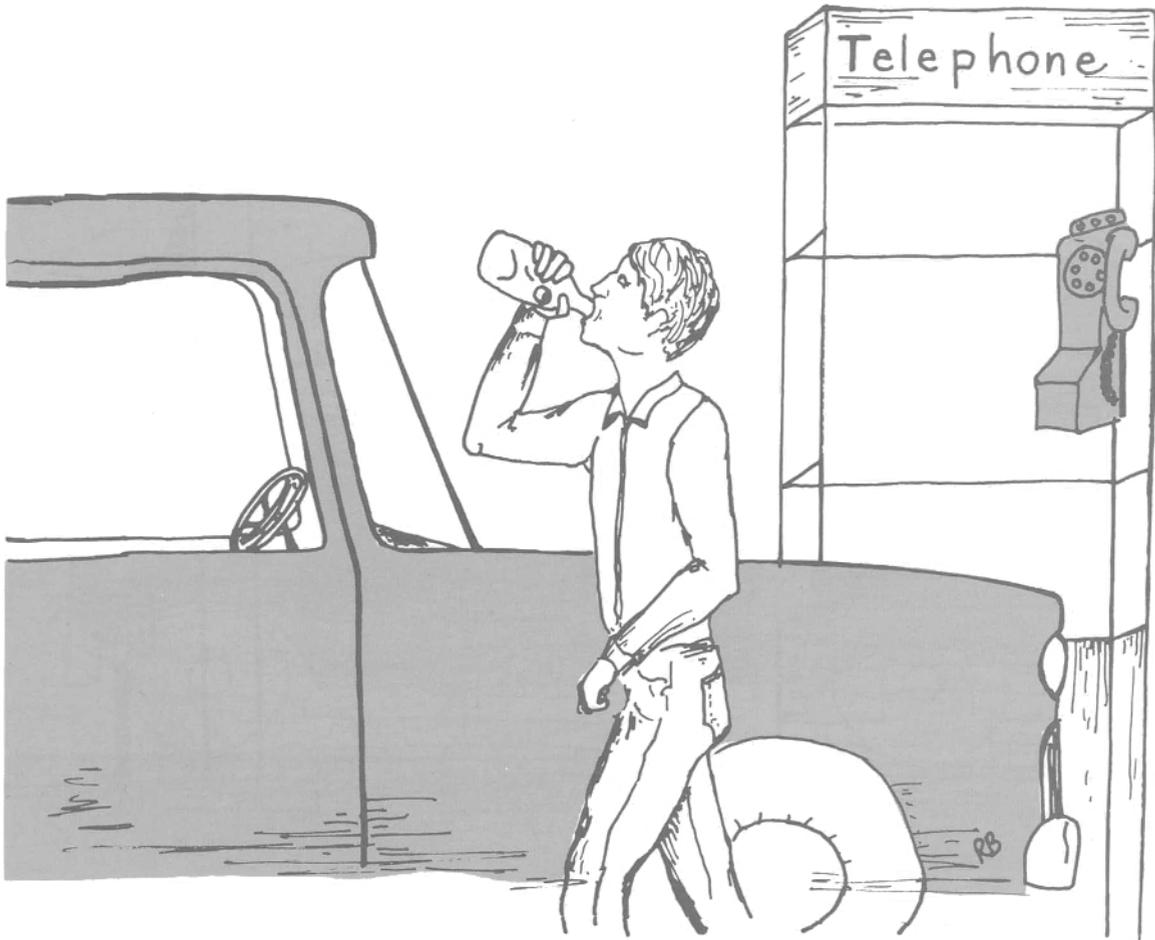
I am a pop bottle.  
I have many friends.  
I am full of sweet drink.  
People like me when I am cold.



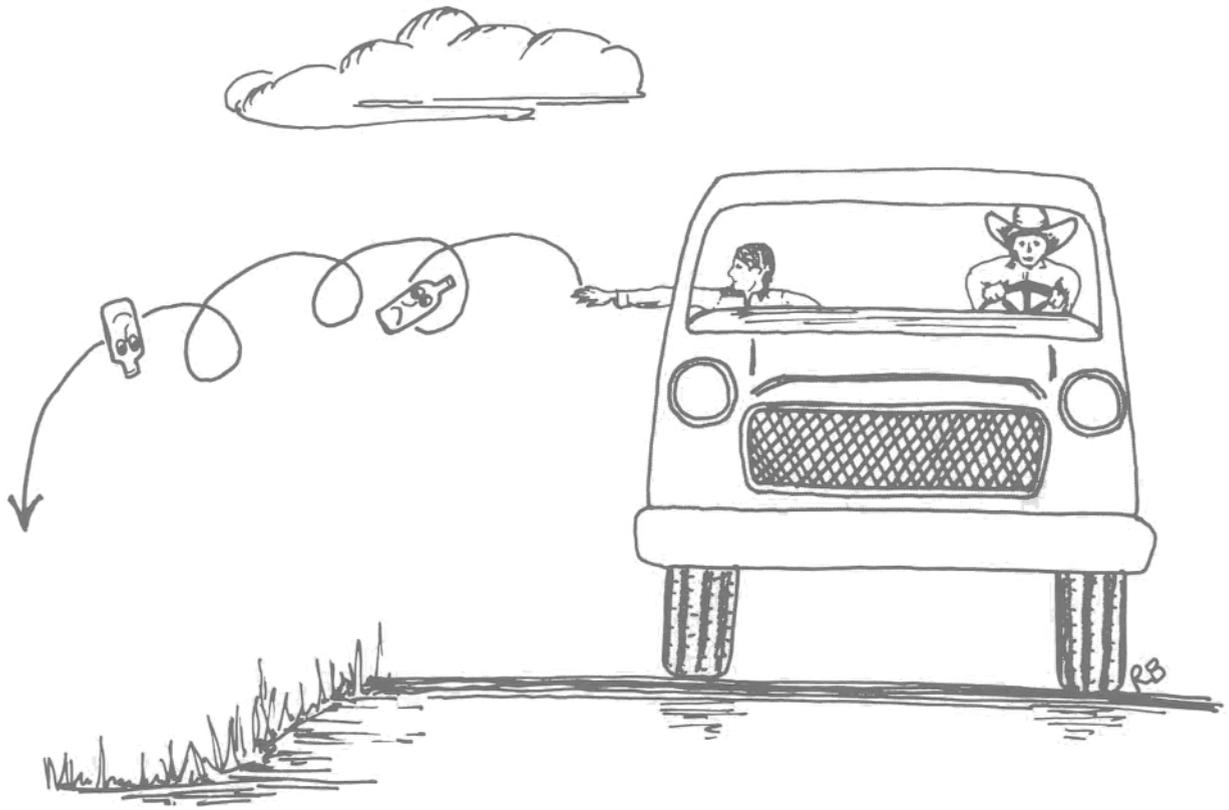
I am in a truck.  
It is moving fast.  
Sometimes we stop, and they take off  
some of my friends.



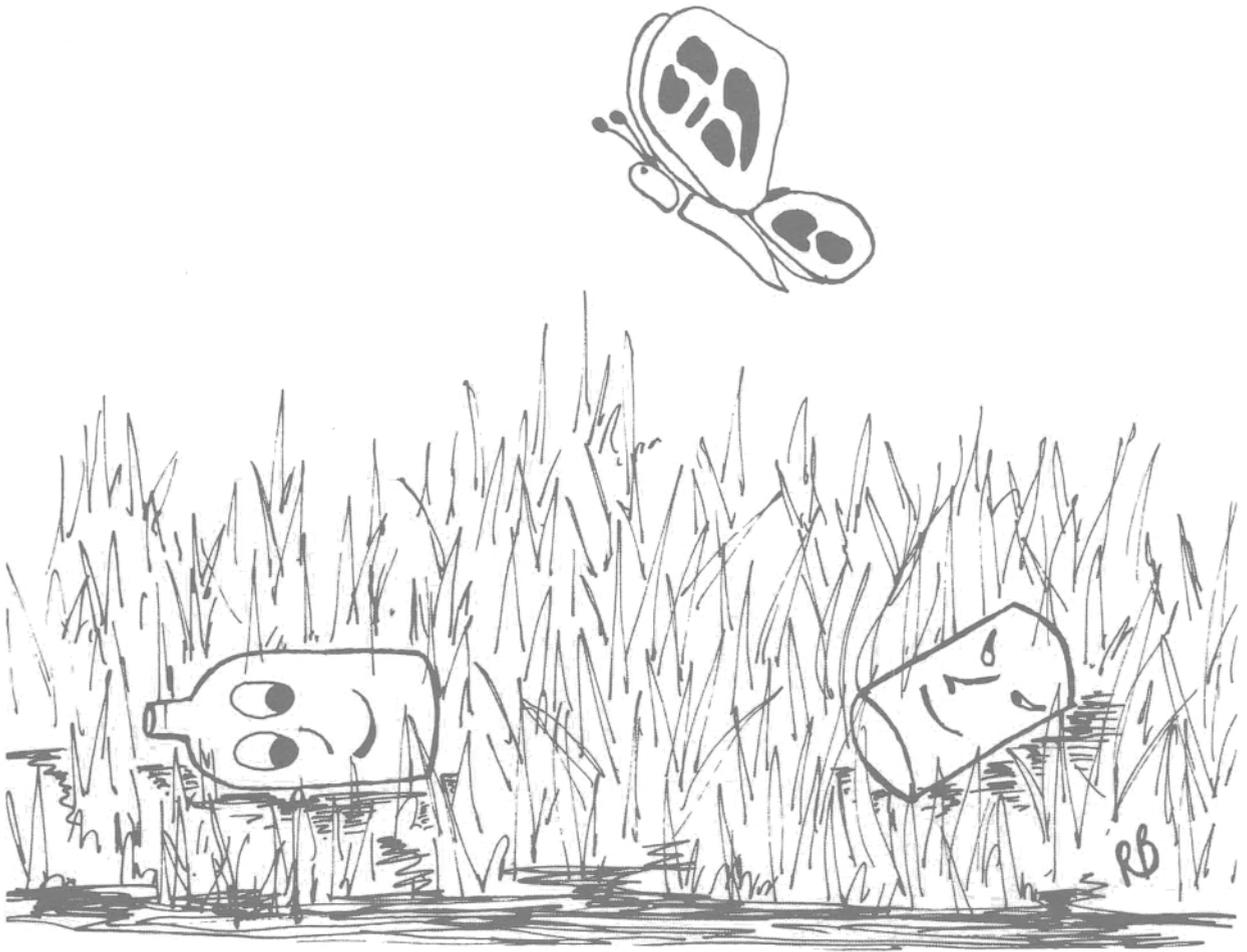
They take me off at the Garryowen Store.  
A man puts me in a machine.  
It is cold.



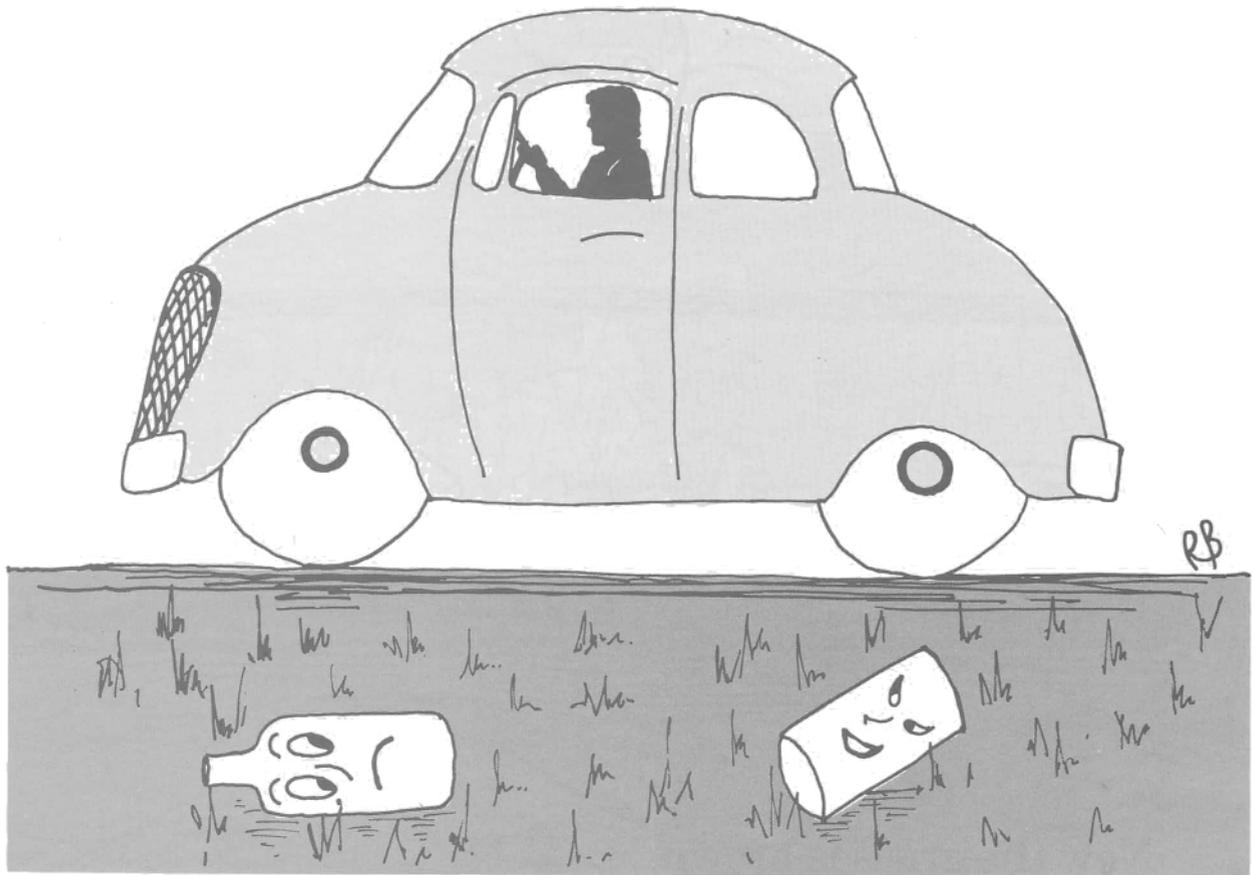
A little boy buys me.  
He takes off the lid and drinks from me.  
Now I am empty.



The boy throws me out of the car.  
I fall into the grass and stop rolling.  
I wonder where I am.

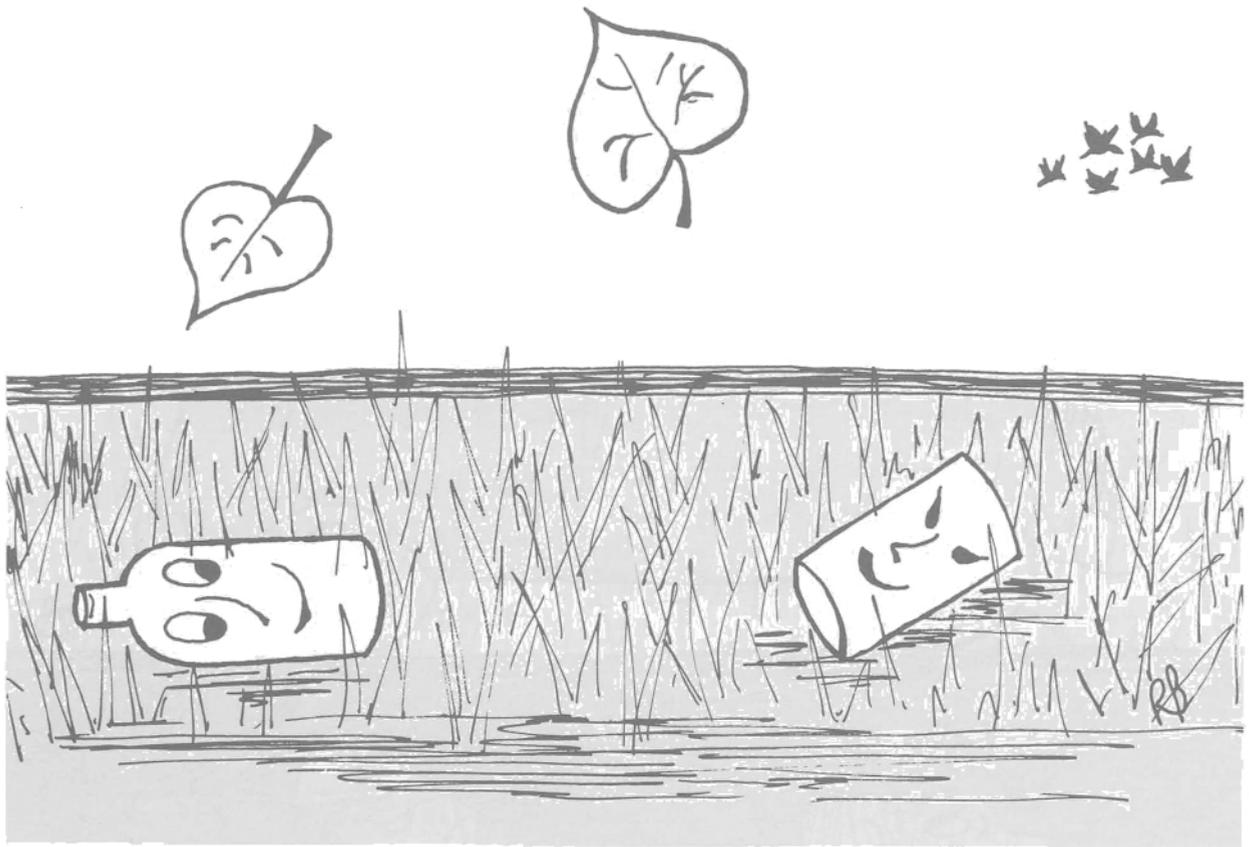


Next to me is an old can.  
“If someone finds you, they can put more pop in you.  
And if someone finds me,  
they can make me into another can,”  
said the old can.

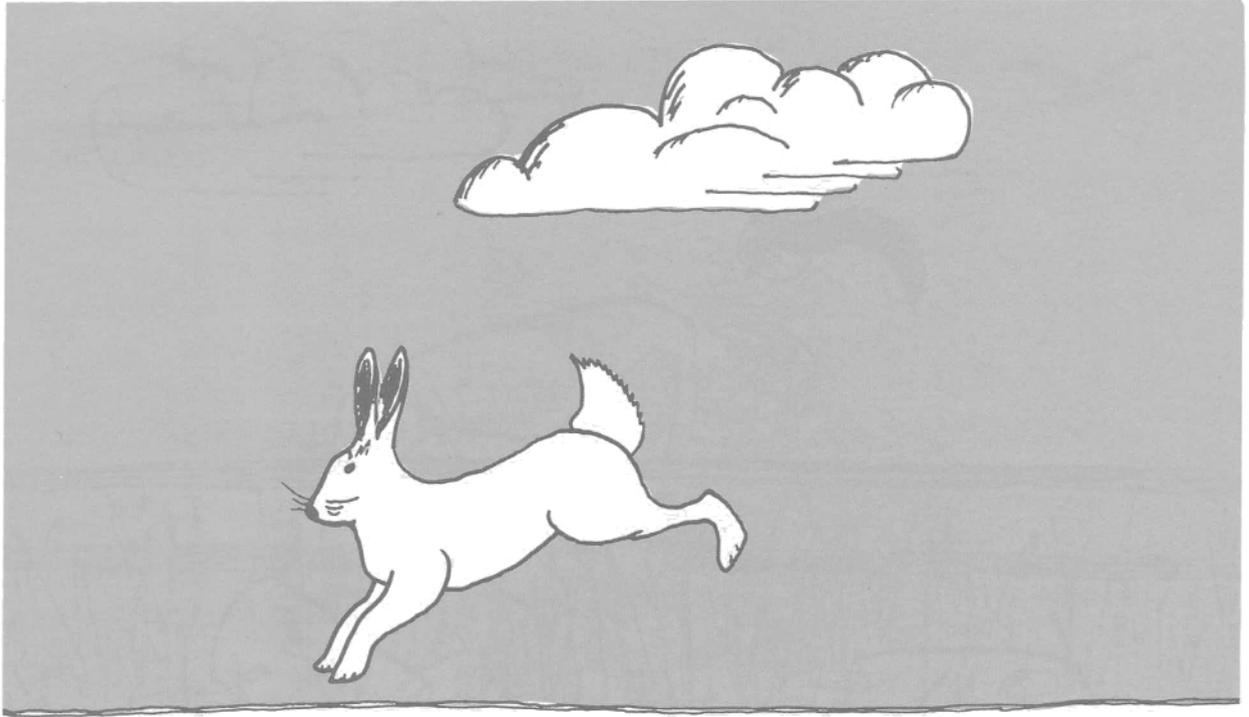


I hear cars going by.

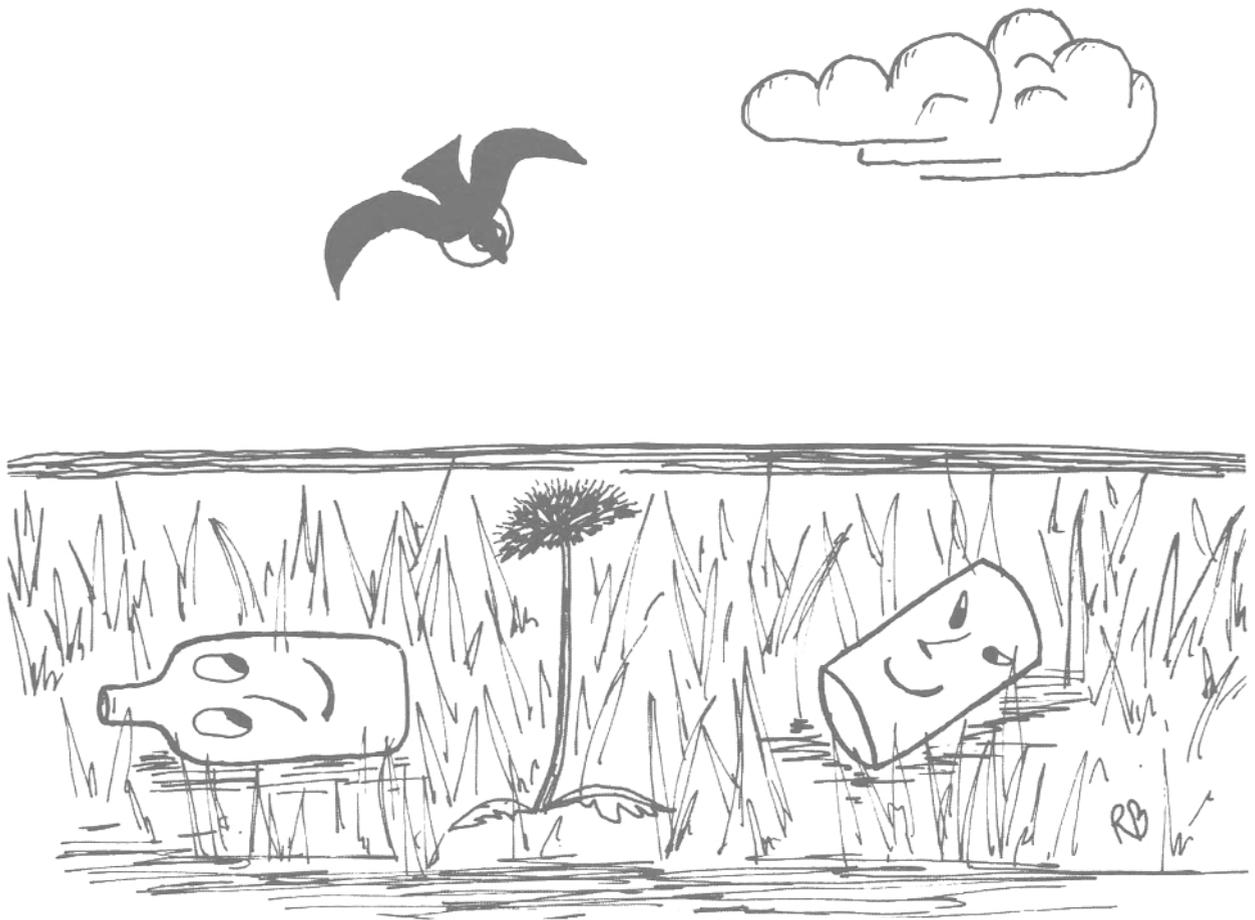
One day a mowing machine goes over us.



Now the grass is brown.  
The wind blows hard.  
“The snow will be falling soon,” said the old can.  
“It will be cold.”  
I can see leaves rolling by.  
The birds are going south, where there is no snow.  
Now we are covered with snow.



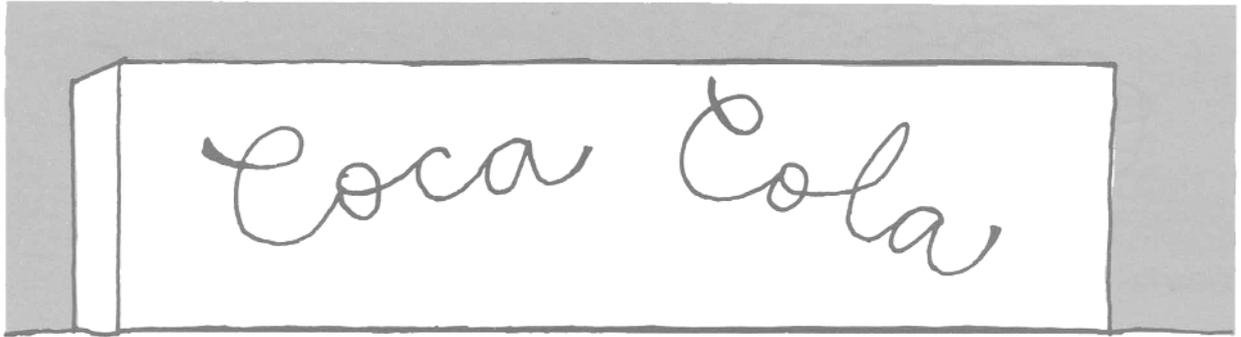
“The snow will become water one day,”  
said the old can.



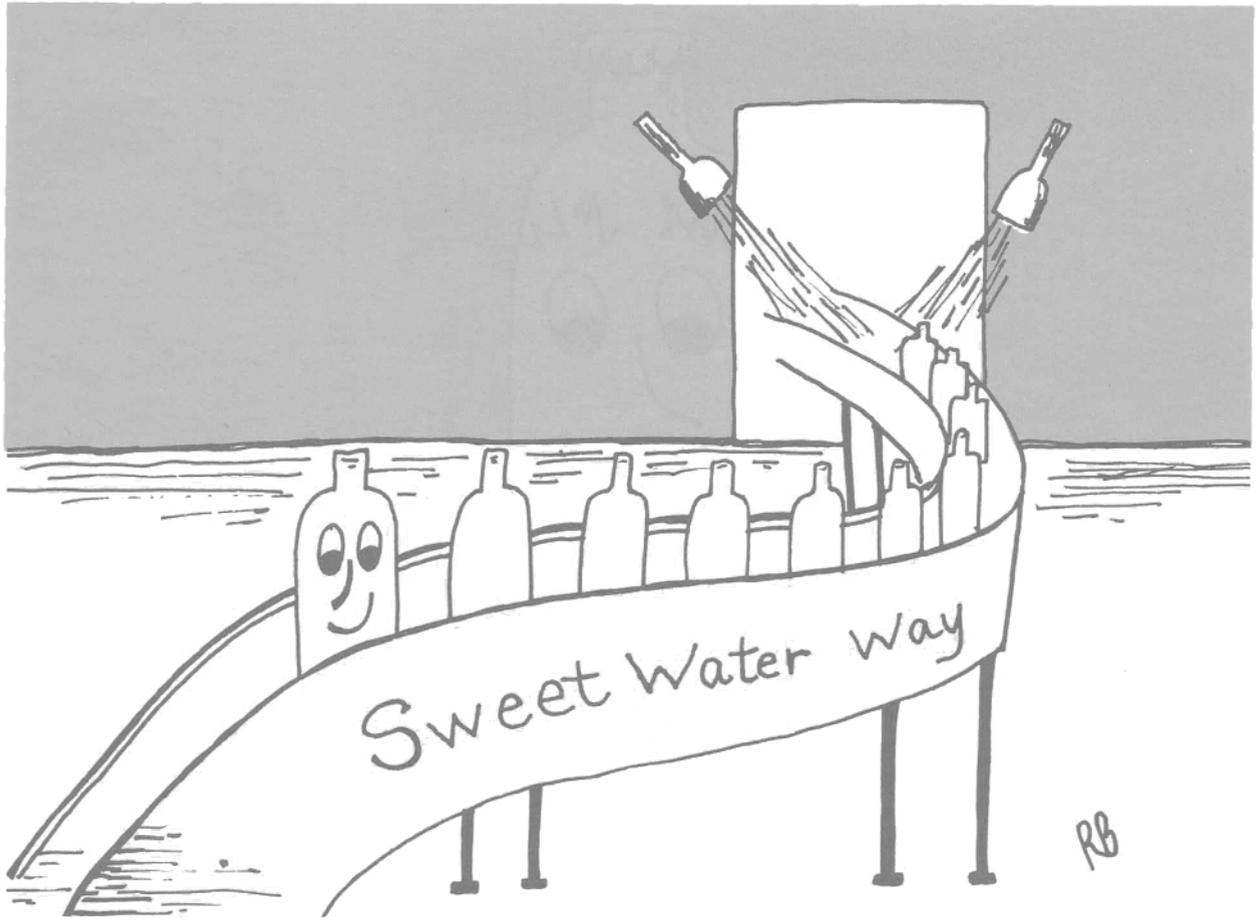
Now the ground is warm again.  
The sun is bright.  
The old can said,  
“Sometimes people come to pick up  
bottles and cans.”



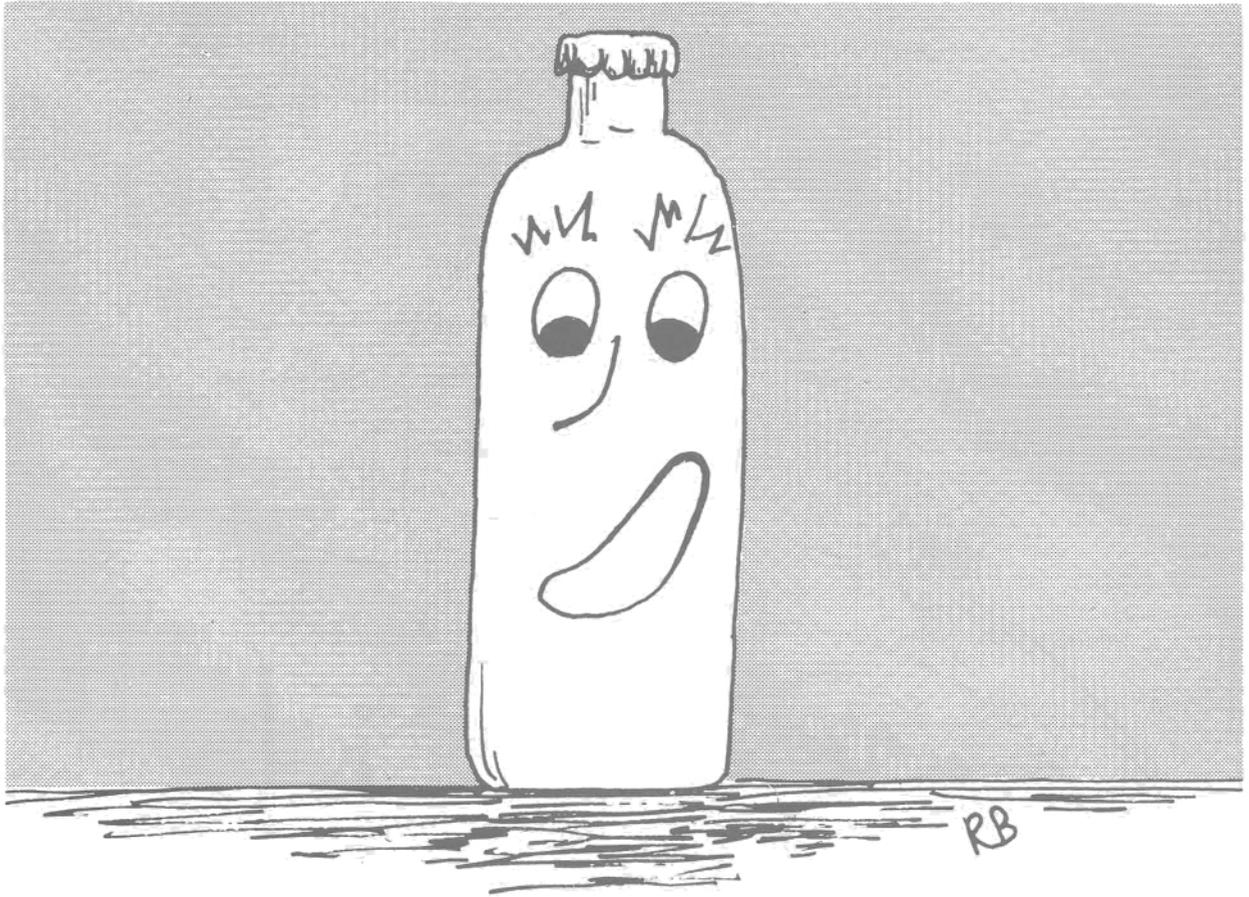
One day I hear a lot of footsteps.  
Some children pick me up.  
They take me back to the store.  
They have many other empty bottles.



Now I am in a truck.  
The driver takes in empty boxes.  
He brings out full boxes of empty bottles.



They wash us with soap and water.  
It feels good to be clean.  
We look new.



They fill me with pop.  
I wonder where I will go this time.  
Will it be to a store in a city, or to a country store  
like the one in Garryowen, Montana?



## HENRY REAL BIRD

Henry Real Bird is a Crow Indian who was raised in the traditional Crow way on the Crow Indian reservation in Montana. He entered first grade speaking only the Crow Indian language and has an intimate knowledge of problems Indian children encounter in the public school system. He received his B.S. in Elementary Education from Montana State University and has taught reading in all the elementary grades. He served as Curriculum Coordinator for Project Head Start, Language Arts Supervisor at St. Xavier Indian Mission and Summer Program Planner for 4-H and Youth Programs on the Crow Indian reservation. As the Teacher Orientation Specialist for the Pacific Northwest Indian Program, he was responsible for developing a teacher's manual and accompanying teaching inservice program, in addition to writing and illustrating books designed for Indian children. He has served on the Montana Advisory Committee on Children and Youth and the Crow Central Education Commission, and was a delegate to the 1971 White House Conference on Youth. He also is a saddle bronc rider and member of the Professional Rodeo Cowboys Association.

Booklets available in the Level I sequence are listed below. Numbers refer to the planned sequence of use as outlined in the *Teacher's Manual*. Materials developed by these tribes and others in the Northwest will appear in the Levels II and III sequence.

- |   |   |
|---|---|
| 1 <i>Coyote and the Stars</i><br>The Confederated Tribes of the<br>Warm Springs Reservation of Oregon               | 11 <i>Birds and People</i><br>Crow Tribal Historical and Cultural<br>Commission                                   |
| 2 <i>How Wild Horses Were Captured</i><br>The Confederated Tribes of the<br>Warm Springs Reservation of Oregon      | 12 <i>Chipmunk Meets Old Witch</i><br>The Confederated Tribes of the<br>Warm Springs Reservation of Oregon        |
| 3 <i>School</i><br>Blackfeet Tribe  | 13 <i>My Name Is Pop</i><br>Crow Tribal Historical and Cultural<br>Commission                                     |
| 4 <i>Philene and Buttons</i><br>Northern Cheyenne Tribe   | 14 <i>Santa Claus Comes to the Reservation</i><br>Crow Tribal Historical and Cultural<br>Commission               |
| 5 <i>Insects Off to War</i><br>Northern Cheyenne Tribe  | 15 <i>How Cottontail Lost His Fingers</i><br>The Confederated Tribes of the<br>Warm Springs Reservation of Oregon |
| 6 <i>Why Bluejay Hops</i><br>Skokomish Tribe  | 16 <i>Friends</i><br>Blackfeet Tribe  |
| 7 <i>Indian Festival</i><br>Shoshone-Bannock Tribes of the<br>Fort Hall Reservation                                 | 17 <i>How Daylight Came to Be</i><br>Skokomish Tribe  |
| 8 <i>Helpers</i><br>Blackfeet Tribe   | 18 <i>A Little Boy's Big Moment</i><br>Blackfeet Tribe  |
| 9 <i>Far Out, A Rodeo Horse</i><br>Crow Tribal Historical and Cultural<br>Commission                                | 19 <i>Skunk</i><br>Muckleshoot Tribe  |
| 10 <i>Tales of Coyote and Other Legends</i><br>The Confederated Tribes of the<br>Warm Springs Reservation of Oregon | 20 <i>Raven Helps the Indians</i><br>Skokomish Tribe  |

For order information and prices of the above booklets and the *Teacher's Manual*, contact the publisher:

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