

# COMPANION GUIDE – CONNECTING IEFA AND THE MONTANA COMMON CORE STANDARDS



This resource is intended to provide guidance for instruction that incorporates the Indian Education for All (IEFA) resources aligned with the Montana Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Educators can be assured that by utilizing the units in their instruction, they are addressing the Standards. Indian Education connections provide the content that makes the standards come alive. Both the grade-specific Montana Common Core Standards (MCCS) and the OPI [Essential Understandings Regarding Montana Indians](#) (EU) connections with the OPI IEFA curriculum resources are identified throughout the Companion Guide, along with activities to meet standards.

IEFA units feature text dependent questions - those which specifically ask questions that can only be answered by referring explicitly back to the text being read – promoting close analytic reading. In support of the greater emphasis on proficient reading of complex informational text, each unit specifies the use of related informational texts (regardless of whether the unit focus is fiction or non-fiction), within the lessons and/or extension activities.

Please note that although the Montana Common Core English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects Standards that have been identified as facilitating information about American Indians are highlighted here, IEFA curriculum resources are aligned also with and incorporate the necessary complements of the **College and Career Readiness Anchor Standards**, as well as the **grade specific** ones. While the Indian Education for All recommended resources and units listed in this Companion Guide provide strong connections to the identified grade specific standards (standards approved by the Board of Public Education, Nov. 2011, that specifically reference Montana’s commitment to Indian Education for All), the resources listed in this document are not meant to exclude other useful resources or activities.

Teachers are ... free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards, Montana teachers can use American Indian topics, resources, and literature to meet standards, even where Indian Education for All is not specifically mentioned. (*English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Level*; MT OPI. November 2011, pp. 4).

Please see the OPI website to access the depth and breadth of key and support information available regarding the **Montana Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects**: <http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php> Also see the OPI IEFA [Curriculum Resources](#) page for a complete listing of IEFA curriculum units.

<b>Grade 4</b>		
<b>MCCS Reading Standards for Literature</b>		
KEY IDEAS AND DETAILS	<b>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. Include texts by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<a href="#">Language Arts - Elementary Level: Volume One</a>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson pp. 3-9 Students “Reengage” with the story by discussing how we learn about characters without the author or narrator telling us directly. #6 “What do we learn about Jenna?” Students also write a summary paragraph together.
<a href="#">Language Arts – Elementary Level: Volume Two</a>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3, #6	Lesson 1-1 – 1-9 A) Students can draw conclusions about themes of sharing and acceptance within diverse groups. B) Using Jody’s answers to the classmates’ questions, students can write a summary of the process of making Cree moccasins.
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lesson 2-7 – 2-15 In the “Retell and Repeated Read To” Section, students take the pictures they have drawn of the beginning, middle, and end to help them summarize the story. With help from the teacher students will determine the theme(s) of <i>The Gift of the Bitterroot</i> .
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson pp. 3-10 to 3-14, 3-17 Based on the characters’ actions or interactions with others, their words, and the consequences of their choices, students will determine the theme and summarize the story. Pay particular attention to the “Teachers Tip” on page 3-13 regarding the identification of author’s theme or message.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6	Lesson pp. 4-2, 4-7, and 4-12 Students retell or summarize the story by confirming and supporting their comprehension of the story while they identify details that convey the central themes or messages about what it means to be Cheyenne and how to honor people, animals, and the earth through art, as well as the importance of relationships between children and their grandparents.
Stand-Alone Units		
Model Teaching Unit for Joseph Bruchac’s <a href="#">Jim Thorpe’s Bright Path</a>	#1, #2, #3, #4, #5, #6	Lesson pp. 10-13 Students will determine themes such as Change and Growth, Cultural and Personal Loss and Survival, Circles of Life, Between Two Worlds from details in the text. In the lesson, they summarize additional sources and create time lines of Jim Thorpe’s life.
Model Teaching Unit for Larry Loyie’s <a href="#">As Long As the Rivers Flow</a>	#1, #2, #3, #4, #5, #6	Lesson pp. 9-10 Students determine themes, such as Between Two Worlds, Change/Growth, Circles of Life, Self in Nature, from details in the text. On “Day Four-Six, Writing <i>As Long As the Rivers Flow</i> , with teacher guidance, students will write summaries of each of the four chapters.

## Grade 4

### MCCS Reading Standards for Literature continued

CRAFT AND STRUCTURE	<b>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Include works by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts - Elementary Level: Volume One</b>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson pp. 3-1 to 3-13 Students compare and contrast the third-person point of view in <i>Jingle Dancer</i> with first-person narration of another story with a female protagonist: <i>The Good Luck Cat</i> by Joy Harjo ( <a href="#">Language Arts - Elementary Level: Volume One</a> - Reading and Writing with <i>The Good Luck Cat</i> , p. 2-1). Compare and contrast the ways the authors develop each of the girls' personalities through the story.
<b>Language Arts – Elementary Level: Volume Two</b>		
Exploring Traditional and Contemporary Relationships of the Salish and Pend d'Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lesson pp. 2-11 to 2-12 In the Science Extension, students will write their observations in the first person. When they present their observations to their peers, their classmates will take notes on the presentation and summarize it—each of these will be second-hand accounts.
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson 3-17 Since many traditional Indian stories are told in the third person, with an observer reporting what he sees and hears, these stories serve as good examples to contrast with a first-person narrative by one of the characters in the story. How do stories change when one character retells the story as he/she experienced it?
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6	Lesson 4-12 As students consider the elements of the story listed on 4-12 and note that the story is told in third person, they can discuss how the story would differ from a first-person narrative if the narrator were Troy or his grandfather or his grandmother.
<b>Stand-Alone Units</b>		
Model Teaching Unit for Joseph Bruchac's <a href="#">Jim Thorpe's Bright Path</a>	#1, #2, #3, #4, #5, #6	Lesson pp. 25-30 The lesson provides several documents students can use to compare/contrast points of view: a first-person poem, third person newspaper article and two essays from the Montana Historical Society's Foot Locker <i>To Learn a New Way</i> , and the third-person song lyrics to " <i>Bright Path</i> " by Jack Gladstone. Students may also read <i>Sweetgrass Basket</i> by Marlene Carvell, a young-adult novel written in first person.
Model Teaching Unit for Larry Loyie's <a href="#">As Long As the Rivers Flow</a>	#1, #2, #3, #4, #5, #6	Lesson pp. 1-40 Students compare and contrast the third-person point of view in Loyie's story with the first-person story "Boyhood" by Luther Standing Bear (p. 35 in the unit) and with "The School Days of an Indian Girl" by Zitkala-Ša (p. 29 in the unit).

## Grade 4

### MCCS Reading Standards for Literature continued

INTEGRATION OF KNOWLEDGE AND IDEAS	<b>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts - Elementary Level: Volume One</b>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson pp. 3-1 to 3-13 Students view videos of jingle dancing and consider how the story descriptions of a jingle dance dress and the dancing are expanded in these videos of real dancing. <a href="http://www.youtube.com/watch?feature=player_embedded&amp;v=tZaF1EuDOK0">http://www.youtube.com/watch?feature=player_embedded&amp;v=tZaF1EuDOK0</a> <a href="http://www.dailymotion.com/video/xn3oio_jingle-dance-rapid-city-2011_music">http://www.dailymotion.com/video/xn3oio_jingle-dance-rapid-city-2011_music</a> <a href="http://www.youtube.com/watch?feature=player_embedded&amp;v=Donch0r752U">http://www.youtube.com/watch?feature=player_embedded&amp;v=Donch0r752U</a>
<b>Language Arts – Elementary Level: Volume Two</b>		
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lesson pp. 2-8 Students view sections of the DVD <i>Story of the Bitterroot</i> distributed by OPI in 2006. They can conduct a comparison of then and now.
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson pp. 3-6 to 3-7, 3-17 Consistent with the traditional way of transmitting cultural information through the telling of stories, students first listen to Johnny Arlee telling the story on the DVD <i>Fire on the Land/Beaver Steals Fire</i> , 2005. In the lesson, the viewing of the DVD is followed by extensive discussion with students regarding what they noticed, particularly the advantages and disadvantages of hearing a story versus having a book read to them.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6	Lesson pp. 4-14 to 4-17 Students may view a variety of Plains Indian war shirts, including artwork by Bently Spang, on internet sites listed on pp. 4-14 and 4-15. Compare/contrast and make connections between the text in <i>The War Shirt</i> and the war shirts viewed.
<b>Stand-Alone Units</b>		
Model Teaching Unit for Joseph Bruchac’s <a href="#">Jim Thorpe’s Bright Path</a>	#1, #2, #3, #4, #5, #6	Lesson pp. 29-30 Students can make connections of biographical details in the life of Jim Thorpe, tribal names and geographical details, etc., between the text in Bruchac’s picture book—text and illustrations—and Jack Gladstone’s recorded song “Bright Path” and video presentation: <a href="http://blog.journeyoflight.com/2012/01/03/bright-path-a-tribute-to-jim-thorpe-by-jack-gladstone/">http://blog.journeyoflight.com/2012/01/03/bright-path-a-tribute-to-jim-thorpe-by-jack-gladstone/</a>
Model Teaching Unit for Larry Loyie’s <a href="#">As Long As the Rivers Flow</a>	#1, #2, #3, #4, #5, #6	Lesson pp. 1-40 Students can make connections between the Loyie’s illustrated story about his childhood before boarding school and the beginning section of <i>Playing for the World: The 1904 Fort Shaw Indian Boarding School Girls Basketball Team</i> where we see Shoshone children playing, and the sections from <i>Rabbit Proof</i> fence that feature the children with family before boarding school.

## Grade 4

### MCCS Reading Standards for Literature continued

INTEGRATION OF KNOWLEDGE AND IDEAS Continued.	<b>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g. opposition of good/evil and patterns of events, (e.g. the quest) in stories, myths, and traditional literature from different cultures, including those by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts - Elementary Level: Volume One</b>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson 3-1 – 3-15 Jenna follows her dream to dance like her grandmother, taking the necessary steps to achieve the dream, and finding fulfillment at the end. Students can compare/contrast this story with other stories they might read such as <i>The War Shirt</i> ( <a href="#">Language Arts – Elementary Level: Volume Two</a> ).
<b>Language Arts – Elementary Level: Volume Two</b>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3, #6	Lesson 1-1 – 1-9 Students may compare/contrast the theme of gift giving in several other books by Native authors from a variety of tribal backgrounds: <i>For a Girl Becoming</i> by Joy Harjo (Muskogee Creek), <i>Gift Horse: A Lakota Story</i> by S.D. Nelson (Dakota/Lakota Sioux), and <i>Remember Me Mikwid Hamin: Tomah Joseph's Gift to Franklin Roosevelt</i> by Donald Soctomah (Passamaquoddy) and Jean Flahive.
Exploring Traditional and Contemporary Relationships of the Salish and Pend d'Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lesson 2-1 to 2-18 Students may compare/contrast several books that deal with the gifts of food or suffering and survival, and the people's response to those gifts: <i>Huckleberries, Buttercups, and Celebrations</i> by Jennifer Greene (Salish); <i>Ininatig's Gift of Sugar: Traditional Native Sugarmaking</i> by Laura Waterman Wittstock (Seneca) <i>The Sacred Harvest: Ojibway Wild Rice Gathering</i> by Gordon Regguinti, and <i>Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom</i> by Tim Tingle.
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson 3-6 to 3-18 "Day Five – Read and Compare Fire Bringer Stories." Students will compare/contrast information and themes from several sources listed on pp. 3-15 and 3-16, and other stories about the sacrifices or actions of one group on behalf of others, such as <i>Crossing Bok Chitto</i> by Tim Tingle, "The Bear That Stole the Chinook," a Blackfeet story retold and sung by Jack Gladstone or included in Frances Frazier's collection by the same name.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6	Lesson pp. 4-1 to 4-25 Students compare/contrast <i>The War Shirt</i> with other stories about traditional art and the ways grandparents build relationships with grandchildren through traditions, or the ways adults guide children as they create their own art: <i>Shota and the Star Quilt</i> by M. Bateson-Hill, <i>Grandmother's Dreamcatcher</i> by B. McCain, <i>Songs from the loom—A Navajo Girl Learns to Weave</i> by M. Roessel, <i>Where Did You Get Your Moccasins?</i> by Bernelda Wheeler, <i>Jingle Dancer</i> by Cynthia Leitich Smithy, or <i>Weaving: A California Tradition</i> by L. Yamane, and Level IV stories from the Indian Reading Series <a href="http://www.nwrel.org/indianed/indianreading/">www.nwrel.org/indianed/indianreading/</a> Warm Springs Stories, "How Deer Hide Was Tanned," Kootenai story, "Teepee Making," and "Skolomish Baskets and Canoes."
<b>Stand-Alone Units</b>		
Model Teaching Unit for Joseph Bruchac's <a href="#">Jim Thorpe's Bright Path</a>	#1, #2, #3, #4, #5, #6	Lesson pp. 37-38 Students may contrast and compare Indian children and their family and home, their boarding school experiences, the losses each child suffers, and similar patterns of events regarding their hope and efforts to go home. Several works mentioned in the Bibliography are useful: <i>Shi-shi-etko</i> and <i>Shin-chi's Canoe</i> by N. Campbell, <i>As Long as the Rivers Flow</i> by L. Loyie, and <i>My Indian Boyhood</i> by L. Standing Bear, as well as <i>Home to Medicine Mountain</i> by Chiori Santiago.
Model Teaching Unit for Larry Loyie's <a href="#">As Long As the Rivers Flow</a>	#1, #2, #3, #4, #5, #6	Lesson pp. 36 Several picture books listed in the "Supplemental Book List" address the themes of "Between Two Worlds" and "Circles of Life," and they also address the topic of boarding school and the pattern of events leading up to the children leaving home: <i>Jim Thorpe's Bright Path</i> by Joseph Bruchac, <i>Shi-shi-etko and Shin-chi's Canoe</i> by Nicola Campbell, and <i>Home to Medicine Mountain</i> by Chiori Santiago.

## Grade 4

### MCCS Reading Standards for Informational Text

KEY IDEAS AND DETAILS	<b>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Include texts by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts - Elementary Level: Volume One</b>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	<b>Lesson pp. 3-1 to 3-13 Students can consider how each of the events in <i>Jingle Dancer</i> features situations or other events or circumstances that have caused each successive event.</b>
<b>Language Arts – Elementary Level: Volume Two</b>		
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	<b>Lesson pp. 2-11 to 2-12 Through the “Science Extension,” students learn about plants and plant life and what plants need to survive,” considering the steps necessary for planting seeds and taking care of their plants. They keep an observation log as they watch the plants grow, always considering what happened and why.</b>
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	<b>Lesson pp. 3-17, 3-6 to 3-7 Students will consider how humans and animals and plants benefit from fire, the different causes of wildfires, and how the Salish-Kootenai-Pend d’Oreille tribes and their landscape has experienced fire—what happened over time and why.</b>
<b>Stand-Alone Units</b>		
Model Teaching Unit for Joseph Bruchac’s <a href="#">Jim Thorpe’s Bright Path</a>	#1, #2, #3, #4, #5, #6	<b>Lesson pp. 11-14 and “Author’s Note” Students will use the specific historical and biographical information in the “Author’s Note” and “Important Dates,” as well as other informative texts either in print or online, to explain the causes and consequences of events in Jim Thorpe’s life.</b>
Model Teaching Unit for Larry Loyie’s <a href="#">As Long As the Rivers Flow</a>	#1, #2, #3, #4, #5, #6	<b>Lesson pp. 1-40 From the information in the text, students can explain the basics of how to take care of an orphaned owl and what it needs to grow and survive, how to pick and dry Saskatoon berries, etc. After reading Loyie’s book, studying the photographs, and reading the supplemental materials, students can explain what happened—children being taken to boarding schools, and why, based on the specific information in the unit.</b>

## Grade 4

### MCCS Reading Standards for Informational Text Continued

<b>CRAFT AND STRUCTURE</b>	<b>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians; describe the differences in focus and the information provided.</b>	
<b>Resource</b>	<b>Essential Understandings</b>	<b>Activities to Meet Standards</b>
<b>Stand-Alone Units</b>		
Model Teaching Unit for Joseph Bruchac's <a href="#">Jim Thorpe's Bright Path</a>	#1, #2, #3, #4, #5, #6	<p style="text-align: center;"><b>Lesson pp. 1-39 and "Author's Note" Bruchac's biographical narrative at the end of the picture book is a secondhand account of the events in Thorpe's life. This site includes direct quotes from Thorpe and his peers, and photographs. The DVD biography of Thorpe by Tom Weidlinger and Joseph Bruchac also provides some first-hand accounts of events in Thorpe's life. Students may compare/contrast excerpts from this DVD with Jim Thorpe's Bright Path.</b></p> <p style="text-align: center;"><a href="http://www.cmgww.com/sports/thorpe/photos/photos.html">http://www.cmgww.com/sports/thorpe/photos/photos.html</a></p>
Model Teaching Unit for Larry Loyie's <a href="#">As Long As the Rivers Flow</a>	#1, #2, #3, #4, #5, #6	<p style="text-align: center;"><b>Lesson p. 34 Students can compare and contrast Krys Holmes' rendition of "Children Learned at Play" (p. 34) as a secondhand account of Northern Plains Indian children with Larry Loyie's firsthand account of his Cree childhood in Alberta, Canada. What additional information does Loyie provide?</b></p>

## Grade 4

### MCCS Writing Standards

PRODUCTION AND DISTRIBUTION OF WRITING	<b>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts – Elementary Level: Volume Two</b>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3, #6	<b>Lesson pp. 1-5 to 1-6</b> Students will create a shoe museum using unique shoes they bring from home or one in the teacher’s collection. Each student will write an informative exhibit label for his/her shoe that includes the name of the show, place of origin, when or how it is used, the student’s relationship with the one who wore it, and student’s name. Students may also include an explanation of how or where the shoe is made. Other grades and students in their school will be the audience for this museum.
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #2, #3, #6	<b>Lesson pp. 2-1 to 2-17</b> Lesson pp. 2-1 – 2-17 Based on information presented in the book, students discuss Salish perspective of the purpose of this traditional story and its historical impact on contemporary Bitterroot traditions.
<b>Stand-Alone Units</b>		
Model Teaching Unit for Joseph Bruchac’s <a href="#">Jim Thorpe’s Bright Path</a>	#1, #2, #3, #4, #5, #6	<b>Lesson pp. 16-18</b> Students will write story problems for their peers in math class to solve, using true details of Jim Thorpe’s life and the information about how far Jim ran from Haskell to home, how many days it took, how many miles per day he may have walked, his age, etc.. They may incorporate other interesting details, but the writing should make the problem clear and solvable. The students who receive the story problem will translate it into a number sequence.
Model Teaching Unit for Larry Loyie’s <a href="#">As Long As the Rivers Flow</a>	#1, #2, #3, #4, #5, #6	<b>Unit pp. 12-13</b> Students will respond individually to a R.A.F.T.S. assignment, taking on the role of Lawrence after one week at boarding school. They each have 10 minutes to write a letter home to family to describe what life is like and what they miss from home. The format is a friendly letter.

## Grade 4

### MCCS Writing Standards

<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	<b>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. Include topics and/or sources by and about American Indians.</b>	
<b>Resource</b>	<b>Essential Understandings</b>	<b>Activities to Meet Standards</b>
<b>Language Arts – Elementary Level: Volume Two</b>		
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6s	<b>Lesson pp. 4-22 to 4-25 Using any of the resources listed that are appropriate for this grade level, students can select a topic related to traditional art or Northern Cheyenne history. They can then consider the different aspects of that specific topic or event.</b>
<b>Stand-Alone Units</b>		
Model Teaching Unit for Joseph Bruchac’s <a href="#">Jim Thorpe’s Bright Path</a>	#1, #2, #3, #4, #5, #6	<b>Lesson pp. 1-2 Students may conduct research into the many topics in this lesson, including Indian boarding schools, Jim Thorpe, Olympic Rules and the History of the Olympics, American Indian Athletes, Carlisle Indian Boarding School, the Sac and Fox people, Jack Gladstone and his stories and music, photographs of boarding schools, etc.</b>
Model Teaching Unit for Larry Loyie’s <a href="#">As Long As the Rivers Flow</a>	#1, #2, #3, #4, #5, #6	<b>Lesson pp. 1-40 Students can research the Cree of Northern Alberta, St. Bernard’s Mission, owls that live in Northern Alberta, grizzly bears, beavers, boarding schools and more photographs, Carlisle Indian School, or any other topic this unit might inspire.</b>

## Grade 4

### MCCS Speaking and Listening Standards

PRESENTATION AND KNOWLEDGE OF IDEAS	<b>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<u>Language Arts - Elementary Level: Volume One</u>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson 3-1 – 3-15 Students may take any of the material they prepared to meet the Writing Standard G4-7 with <i>Jingle Dancer</i> to report on a topic or text, tell a story, recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. To meet this standard, they will pay particular attention to the organization of their presentation—cause/effect, sequence, problem/solution, types, description.
<u>Language Arts – Elementary Level: Volume Two</u>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3, #6	Lesson 1-1 – 1-9 Students may take any of the material they prepared to meet the Writing Standard G4-7 with <i>Where Did You Get Your Moccasins?</i> to report on a topic or text, tell a story, recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. To meet this standard, they will pay particular attention to the organization of their presentation - cause/effect, sequence, problem/solution, types, description.
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lesson 2-1 – 2-18 Students may take any of the material they prepared to meet the Writing Standard G4-7 with <i>The Gift of the Bitterroot</i> to report on a topic or text, tell a story, recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. To meet this standard, they will pay particular attention to the organization of their presentation—cause/effect, sequence, problem/solution, types, description.
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson 3-1 – 3-24 Students may take any of the material they prepared to meet the Writing Standard G4-7 with <i>Beaver Steals Fire</i> to report on a topic or text, tell a story, recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. To meet this standard, they will pay particular attention to the organization of their presentation—cause/effect, sequence, problem/solution, types, description.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6s	Lesson 4-1 – 4-25 Students may take any of the material they prepared to meet the Writing Standard G4-7 with <i>The War Shirt</i> to report on a topic or text, tell a story, recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. To meet this standard, they will pay particular attention to the organization of their presentation—cause/effect, sequence, problem/solution, types, description.
<u>Stand-Alone Units</u>		
Model Teaching Unit for Joseph Bruchac’s <a href="#">Jim Thorpe’s Bright Path</a>	#1, #2, #3, #4, #5, #6	Lesson pp. 1-39 Students may take any of the material they prepared to meet the Writing Standard G4-7 with <i>Jim Thorpe’s Bright Path</i> to report on a topic or text, tell a story, recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. To meet this standard, they will pay particular attention to the organization of their presentation—cause/effect, sequence, problem/solution, types, description.
Model Teaching Unit for Larry Loyie’s <a href="#">As Long As the Rivers Flow</a>	#1, #2, #3, #4, #5, #6	Lesson pp. 1-40 Students may take any of the material they prepared to meet the Writing Standard G4-7 with <i>As Long As the Rivers Flow</i> to report on a topic or text, tell a story, recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speaking clearly at an understandable pace. To meet this standard, they will pay particular attention to the organization of their presentation—cause/effect, sequence, problem/solution, types, description.