

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.

GRADE SEVEN:

MCCS READING STANDARDS FOR LITERATURE Integration of Knowledge and Ideas

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Include texts that contain portrayals and/or accounts by and about American Indians.

RESOURCE: [Model Teaching Unit for Larry Loyie's *As Long As the Rivers Flow*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #4, #5, #6

ACTIVITIES TO MEET STANDARD:

Unit pp. 1-40

Students might compare and contrast *As Long As the Rivers Flow* with the following:

- Epilogue of *As Long As the Rivers Flow* with the historical information about Larry Loyie's family, including the photographs, with the autobiographical narrative written by Loyie with Constance Brissenden and illustrated by Heather D. Holmlund. What details are added or subtracted in each telling? Does *As Long As the Rivers Flow* alter the history? If so, how?
- *Jim Thorpe's Bright Path*, historical fiction written by Joseph Bruchac.
- A website where students can learn about how non-Indian authors use or alter history is managed by Debbie Reese: "[Selecting Books and Materials about American Indians.](#)"

RESOURCE: [Model Teaching Unit for Louise Erdrich's *The Birchbark House*](#) and [PowerPoint Presentations](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #5, #6, #7

ACTIVITIES TO MEET STANDARD:

Students can compare and contrast the following (pp. 81-97 in unit):

- The photographs in comparison/contrast with similar images in the text of [The Birchbark House](#).
- A biography told through memory and oral tradition over three generations, *Night Flying Woman: An Ojibway Narrative* by Ignatia Broker, chronicles a series of movements westward to the White Earth Ojibway Reservation.
- The descriptions of the Chippewa-Cree Rocky Boy's Reservation in Montana and the Little Shell Tribe of Chippewa with what they learn about the Ojibway in Northern Minnesota.

RESOURCE: [Model Teaching Unit Language Arts Middle School Level for Marlene Carvell's *Sweetgrass Basket*](#)

ESSENTIAL UNDERSTANDINGS: #2, #5, #6

ACTIVITIES TO MEET STANDARD:

Students will compare/contrast the following (from Bibliography, p. 20):

- Shirley Sterling's *My Name is Seepetza*, published in Toronto by Greenwood Press, 1992, is an autobiographical novel of Sterling's experience. *Sweetgrass Basket* is an historical novel of the author's husband's aunt's Indian boarding school story.
- Excerpts from the non-fiction collection [Away from Home: American Indian Boarding School Experiences](#). Looking at each of these, they will ask questions of ways stories from similar time periods change as authors structure their characters, settings, and plots.

RESOURCE: [Model Teaching Unit Language Arts for Velma Wallis' *Two Old Women: An Alaska Legend of Betrayal, Courage and Survival*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #6

ACTIVITIES TO MEET STANDARD:

Students can compare/contrast the following:

- *The Snow Walker* by Farley Mowat and the DVD by the same title. Although contemporary, *The Snow Walker* is also a story about survival against hunger and cold in the Alaskan tundra.
- *The Castaway* with Tom Hanks. #8 page 21 in Extension Activities.

RESOURCE: [Model Teaching Unit Language Arts Middle School Level for Joe Medicine Crow's *Counting Coup: Becoming a Crow Chief on the Reservation and Beyond*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #4, #5, #6, #7

ACTIVITIES TO MEET STANDARD:

Students might compare and contrast *Counting Coup*, a coming-of-age memoir of a 20th century Crow man who writes about his experiences in WWII, with *Code Talker*, Joseph Bruchac's fictional portrayal of Ned, a Navajo Code Talker, during WWII. They will analyze how a fiction writer may alter or shape history to fit the story he/she tells.)

RESOURCE: [Model Teaching Unit Language Arts Middle School Level for Joseph Bruchac's *Code Talker: A Novel about the Navajo Marines of World War Two*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #4, #5, #6

ACTIVITIES TO MEET STANDARD:

Unit pp. 2-5. Students might compare/contrast the following with excerpts from *Code Talker*:

- Unit p. 5 #4 – offers topics for comparison to *Away from Home* regarding boarding school experiences.
- A “Selected Bibliography” at the end of *Code Talker* includes books about the Navajos, books about the Code Talkers and books about World War Two, as well as Bruchac’s *Navajo Long Walk* (p. 5 #2 in Unit), the tragic story of the Navajo people’s forced march from their homeland to the reservation at Bosque Redondo.
- *Navajo Code Talkers*, by Nathan Aaseng and Roy O. Hawthorne. 1992. Blessingway, pp 57-59.
- *Code Talkers and Warriors* (book) by Tom Holm and *The Navajo Long Walk* (film) by Jennifer Denetdale. While reading and watching such portrayals, students will consider how each author uses or alters history to meet the audience or the author’s own perspectives about the Navajo people or history about the code talkers in particular.

RESOURCE: [DVD Study Guide: *Playing for the World - The 1904 Fort Shaw Indian Boarding School Girls Basketball Team*](#). John Twiggs and MontanaPBS (DVD and Study Guide sent to high school libraries. Access [Study Guide](#) online.)

ESSENTIAL UNDERSTANDINGS: #1, #2, #4, #5, #6

ACTIVITIES TO MEET STANDARD:

Students can compare and contrast fictional portrayals with historical accounts using the following resources:

- Many students are familiar with *My Heart is on the Ground*, a young-adult novel about boarding school written from outside the cultural or historical experience. *Rethinking Schools* posted an article “Fiction Posing as Truth: A Critical Review of Ann Rinaldi’s *My Heart is on the Ground: The Diary of Nannie Little Rose, a Sioux Girl*” [Volume 13, No. 4 - Summer 1999](#) http://www.rethinkingschools.org/archive/13_04/review.shtml Teachers may take excerpts from the novel cited in this review to help students look at how authors use or alter history.
- Another resource -- “A Critical Review of *Shoot, Minnie, Shoot*,” regarding a young-adult novel by Happy Jack Feder about the 1904 Fort Shaw Indian Boarding School Girls Basketball Team. The review includes many citations where facts in *Playing for the World* are contradicted in the fictionalization of the story. <http://mtascd.org/Portals/0/Native%20American%20Literature/Shoot-Minnie%20Review.pdf>

MCCS READING STANDARDS FOR INFORMATIONAL TEXT

Integration of Knowledge and Ideas

RI.7.8 Standard Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Include texts by and about American Indians.

RESOURCE: [Model Teaching Unit for Larry Loyie's *As Long As the Rivers Flow*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #4, #5, #6

ACTIVITIES TO MEET STANDARD:

Students can trace and evaluate the argument and specific claims in “Unit 1 – Pre-1800 *Challenge to Survive*, Section C: Education – Childhood” by Julie Cajune (p. 33 of unit), and a shorter essay that appears in italics in page one and three of the Epilogue in *As Long As the Rivers Flow*. Identifying the claims in either essay, students can determine if the reasoning is sound and evidence is relevant and sufficient.

RESOURCE: [Model Teaching Unit for Louise Erdrich's *The Birchbark House*](#) and [PowerPoint Presentations](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #5, #6, #7

ACTIVITIES TO MEET STANDARD:

Students read the following texts (Unit pp. 63-66), identifying specific claims in each essay, asking questions about the relevancy or soundness of the evidence supporting the claims.

- “Diseases Sweep across the Continent” by Krys Holmes, from *Montana Stories of the Land*
- “Smallpox: Return of the Great Sorrow” from *Beaver, Bison, and Black Robes: Montana's Fur Trade – 1800-1860*
- Excerpt from *A People's History of the United States 1492-Present* by Howard Zinn

Some of the resources in this unit are excerpted from a history textbook. What distinguishes history textbooks from other writings about events or people? What might be excluded or included and why? Students might use additional writings from *A Young People's History of the United States, Volume I, Columbus to the Spanish-American War* by Howard Zinn to examine claims and the relevancy or soundness of the evidence.

RESOURCE: [Model Teaching Unit Language Arts Middle School Level for Marlene Carvell's *Sweetgrass Basket*](#)

ESSENTIAL UNDERSTANDINGS: #2, #5, #6

ACTIVITIES TO MEET STANDARD:

Children of the Indian Boarding Schools by Holly Littlefield is an expository or informative photo essay. Divided into chapters, it provides an excellent opportunity for students to trace and evaluate the argument and specific claims in each chapter. Written for a middle-school audience, it provides opportunities for students to assess whether the reasoning is sound and evidence relevant and sufficient in each of the chapters. They will ask questions such as the following: is this logical, or does the writer have appropriate and enough examples to cause me to believe the author's argument?

RESOURCE: [Model Teaching Unit Language Arts for Velma Wallis' *Two Old Women: An Alaska Legend of Betrayal, Courage and Survival*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #6

ACTIVITIES TO MEET STANDARD:

Students may read any of the documents included in this teaching website about the Alaska Native Claims Settlement Act of 1971. <http://www.ankn.uaf.edu/curriculum/ANCSA/ane.html> They will trace and evaluate the argument and specific claims in the text, assessing whether the reasoning is sound and evidence relevant and sufficient.

RESOURCE: [Model Teaching Unit Language Arts Middle School Level for Joe Medicine Crow's *Counting Coup: Becoming a Crow Chief on the Reservation and Beyond*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #4, #5, #6, #7

ACTIVITIES TO MEET STANDARD:

Students can trace and evaluate the claims in the following articles about the Fort Laramie Treaty of 1851. Is the reasoning sound and evidence relevant and sufficient? Who attended and what happened?

- <http://treatyoffortlaramie1851.unl.edu/> This text addresses issues of evidence and sources.
- The "Indian Nation Revisits Historic Treaty Site" discusses some of the positive outcomes of the treaty: http://www.starherald.com/news/local_news/indian-nation-revisits-historic-treaty-site/article_0fac7060-1746-11e2-93dc-001a4bcf887a.html.
- "History and Culture of the Standing Rock Oyate" site has the Lakota/Sioux perspective of the 1851 Fort Laramie Treaty and its consequences for their people: <http://www.nd-studies.org/resources/IndianStudies/standingrock/1851treaty.html>
- The PBS The West site, under 1851, includes a short explanation of the treaty, and its components and consequences: http://www.pbs.org/weta/thewest/events/1850_1860.htm

RESOURCE: [Model Teaching Unit Language Arts Middle School Level for Joseph Bruchac's *Code Talker: A Novel about the Navajo Marines of World War Two*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #4, #5, #6

ACTIVITIES TO MEET STANDARD:

Students will read the essay about “War Heroes” (83-86) in *Native American History for Kids* by Karen Bush Gibson. They will identify the specific claims and the reasoning and evidence to determine whether the reasoning is sound and the evidence sufficient.

RESOURCE: [DVD Study Guide: *Playing for the World - The 1904 Fort Shaw Indian Boarding School Girls Basketball Team*](#). John Twiggs and MontanaPBS. (DVD and study guide sent to high school libraries. Access the [Study Guide](#) online.)

ESSENTIAL UNDERSTANDINGS: #1, #2, #4, #5, #6

ACTIVITIES TO MEET STANDARD:

After watching and studying *Playing for the World DVD*, students read:

- Holly Littlefield’s *Children of the Indian Boarding Schools*, another example of non-fiction for young adults,
- Excerpts from *A Young People’s History of the United States, Volume II: Class Struggle to the War on Terror* by Howard Zinn.

And also view:

- *Jim Thorpe, The World’s Greatest Athlete*. DVD. Tom Weidlinger and Joseph Bruchac. Moira Productions with Dateline Productions, 2008.

What evidence regarding boarding schools and their positive or negative impact on Indian children is emphasized in each and how might the interpretations of facts differ? They will analyze how writings about boarding school, or any of the topics in the other resources for this standard, might disagree with each other or provide alternate evidence.

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MCCS READING STANDARDS FOR INFORMATIONAL TEXT Integration of Knowledge and Ideas

RI.7.9 Standard Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Include texts by and about American Indians.

RESOURCE: [Model Teaching Unit for Larry Loyie’s *As Long As the Rivers Flow*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #4, #5, #6

ACTIVITIES TO MEET STANDARD:

Carlisle Indian Industrial School founder, Capt. Richard H. Pratt, delivered a paper at an 1892 convention that addresses the topic of “Education of Native Americans” <http://historymatters.gmu.edu/d/4929/>. Using excerpts, students can read and analyze how Pratt’s essay and other writings,

such as those below, emphasize different evidence or present different interpretations of facts.

- “Student Narrative on Indian Boarding Schools” by Salish educator, Julie Cajune (p. 27 in unit)

RESOURCE: [Model Teaching Unit for Louise Erdrich’s *The Birchbark House*](#) and [PowerPoint Presentations](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #5, #6, #7

ACTIVITIES TO MEET STANDARD:

The following essays/excerpts from the unit (pp. 63-66) contribute information and opinions regarding the spread of smallpox and its affects. Analyze how the authors emphasize different evidence and/or interpret facts differently.

- “Diseases Sweep across the Continent” by Kryss Holmes (Unit p. 63) From *Montana Stories of the Land*
- “Smallpox: Return of the Great Sorrow” (Unit p. 64) from *Beaver, Bison, and Black Robes: Montana’s Fur Trade – 1800-1860*
- Excerpt from *A People’s History of the United States 1492-Present* by Howard Zinn

RESOURCE: [Model Teaching Unit Language Arts Middle School Level for Marlene Carvell’s *Sweetgrass Basket*](#)

ESSENTIAL UNDERSTANDINGS: #2, #5, #6

ACTIVITIES TO MEET STANDARD:

Students might examine the following essay and poem about the education of Indian students looking at the evidence and different interpretation of facts.

- *Assimilation Through Education: Indian Boarding Schools in the Pacific Northwest*, Essay by Carolyn J. Marr. University of Washington Digital Collections <http://content.lib.washington.edu/aipnw/marr.html>
- “Dixon Direction” by Victor Charlo in *Birthright: Born to Poetry—A Collection of Montana Indian Poetry* (30) is a poem, but it also establishes an argument about the importance of school on the Flathead Reservation. Students can identify the claim about what children experience in this school, the reasons and evidence supporting that claim. Although it may not be overtly stated, it can easily contrast with the protagonists’ experiences at boarding school in *Sweetgrass Basket*.

RESOURCE: [Model Teaching Unit Language Arts for Velma Wallis’ *Two Old Women: An Alaska Legend of Betrayal, Courage and Survival*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #6

ACTIVITIES TO MEET STANDARD:

Students may read any of the documents included in this teaching website about the Alaska Native Claims Settlement Act of 1971. <http://www.ankn.uaf.edu/curriculum/ANCSA/ane.html> To meet this standard, they will analyze how two or more authors emphasize difference evidence or

advance different interpretations of facts.

RESOURCE: Model Teaching Unit Language Arts Middle School Level for Joe Medicine Crow's Counting Coup: [*Becoming a Crow Chief on the Reservation and Beyond*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #4, #5, #6, #7

ACTIVITIES TO MEET STANDARD:

Students will analyze how two or more authors shape their argument by emphasizing different evidence. Each of the following online articles deal with the 1851 Fort Laramie Treaty:

- <http://treatyoffortlaramie1851.unl.edu/> This text addresses issues of evidence and sources.
- The "Indian Nation Revisits Historic Treaty Site" discusses some of the positive outcomes of the treaty: http://www.starherald.com/news/local_news/indian-nation-revisits-historic-treaty-site/article_0fac7060-1746-11e2-93dc-001a4bcf887a.html.
- "History and Culture of the Standing Rock Oyate" site has the Lakota/Sioux perspective of the 1851 Fort Laramie Treaty and its consequences for their people: <http://www.nd-studies.org/resources/IndianStudies/standingrock/1851treaty.html>
- The PBS The West site, under 1851, includes a short explanation of the treaty, and its components and consequences: http://www.pbs.org/weta/thewest/events/1850_1860.htm

RESOURCE: [Model Teaching Unit Language Arts Middle School Level for Joseph Bruchac's *Code Talker: A Novel about the Navajo Marines of World War Two*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #4, #5, #6

ACTIVITIES TO MEET STANDARD:

To analyze how two or more authors write about the same topic and shape their argument with different evidence, students will read the following essays:

- "Navajo Code Talkers" by Jennifer Rosenbaum <http://history1900s.about.com/od/worldwarII/a/navajacode.htm>,
- "Navajo Code Talkers" by Colleen Brechting and Flora Gonzalez <http://faculty.gvsu.edu/aboufade/web/enigma/Navajo/PAGES1-3.HTM>,
- "[Bright Path](#)" (listen to song) by Jack W. Gladstone. Read lyrics found in [Model Teaching Unit for Joseph Bruchac's *Jim Thorpe's Bright Path*](#) (pp. 29-30)
- "War Heroes" (83-86) in *Native American History for Kids* by Karen Bush Gibson.
- "The Crow Clan System Today" (4-5) from *The Way of the Warrior: Stories of the Crow People*, edited by Phoenicia Bauerle. University of Nebraska Press. 2003.

RESOURCE:

[DVD Study Guide: *Playing for the World - The 1904 Fort Shaw Indian Boarding School Girls Basketball Team*](#). John Twiggs, Montana PBS. (DVD and Study Guide sent to high school libraries. Also, access [Study Guide](#) online.)

ESSENTIAL UNDERSTANDINGS: #1, #2, #4, #5, #6

ACTIVITIES TO MEET STANDARD:

After watching and studying *Playing for the World*, students read:

- Holly Littlefield's *Children of the Indian Boarding Schools*, another example of non-fiction for young adults,

And view a comparison DVD:

- *Jim Thorpe, The World's Greatest Athlete*. DVD. Tom Weidlinger and Joseph Bruchac. Moira Productions with Dateline Productions, 2008.

Students will analyze how the evidence in each regarding boarding schools and their positive or negative impact on Indian children is emphasized in each and how the interpretations of facts might differ.

MCCS WRITING STANDARDS

Research to Build and Present Knowledge

W.7.7 Standard Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include sources and/or topics by and about American Indians.

RESOURCE: [Model Teaching Unit for Larry Loyie's *As Long As the Rivers Flow*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #4, #5, #6

ACTIVITIES TO MEET STANDARD:

Unit pp.15-40. Students may ask a question and then conduct research to answer the question. But in the process, they will ask more questions of the information they find. For example, what kind of games did/do Cree children play? This question could be followed with questions about the rules and materials used. Or, they might ask this question: how did the girls' experiences and the boys' experiences at boarding school differ? Then they might follow this with "Why?" or "How?" questions. Or, they might want to learn more about the St. Bernard Indian Residential School.

RESOURCE: [Model Teaching Unit for Louise Erdrich's *The Birchbark House*](#) and PowerPoint Presentations

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #5, #6, #7

ACTIVITIES TO MEET STANDARD:

Students might ask questions such as the following: What's the problem? What's the solution? What are the causes and what are the consequences? What is the past, present and future of a particular issue? What's changed and what's stayed the same? They might select topics from any addressed in *The Birchbark House* or the unit, such as traditional hunting, fishing, wild rice harvesting, Ojibwe or Chippewa or Anishinabe history, smallpox, pandemic diseases, birch trees, world hunger, Rocky Boy's Reservation, Little Shell, LaPointe Wisconsin, Lake Superior, fur trade, treaties, federal policies, Dawes Act, and/or malnutrition. In their research, they will ask follow-up questions about the topic, beginning with any of the following: how, why, when, what, where.

RESOURCE: [Model Teaching Unit Language Arts Middle School Level for Marlene Carvell's *Sweetgrass Basket*](#)

ESSENTIAL UNDERSTANDINGS: #2, #5, #6

ACTIVITIES TO MEET STANDARD:

Students will ask questions of additional resources listed in the Bibliography (19-20), as well as any of the following:

- Personal testimonies included in Brenda Child's *Boarding School Seasons*,
- Tim Giago's *Children Left Behind*,
- Holly Littlefield's *Children of the Indian Boarding Schools*.
- The PBS Series *We Shall Remain*, [Episode 5 "Wounded Knee"](#), in which adults talk about boarding schools.
- Chapter 4, [Dislocation/Relocation](#) from Montana Mosaic: 20th Century People and Events.
- Playing for the World, the Story of the 1904 Fort Shaw Indian Girls Basketball Team. (DVD and Study Guide sent to high school libraries. Access [Study Guide](#) online.) They might ask "what have Indian people themselves said about their boarding school experiences?" "How did boarding school change their lives? How did their leaving for boarding school affect their families?"

RESOURCE: [Model Teaching Unit Language Arts for Velma Wallis' *Two Old Women: An Alaska Legend of Betrayal, Courage and Survival*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #6

ACTIVITIES TO MEET STANDARD:

Students will ask questions about Alaska, considering what it was like at the time of *Two Old Women* in comparison with what it is like now. The questions might relate to geography, population, industry, hunting, immigration, etc. Students will consider what's changed and what's stayed the same and why? They will draw on several sources, focusing on additional questions that move the investigation further.

RESOURCE: [Model Teaching Unit Language Arts Middle School Level for Joe Medicine Crow's *Counting Coup: Becoming a Crow Chief on the Reservation and Beyond*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #4, #5, #6, #7

ACTIVITIES TO MEET STANDARD:

Students might ask, what can we learn about the Crow tribe? Over the last century, what has changed and what has stayed the same for the Crow? What other tribes were impacted, and how, by the 1851 Fort Laramie Treaty? Students will use the "Need To Know" format, page 12, in Unit.

RESOURCE: [Model Teaching Unit Language Arts Middle School Level for Joseph Bruchac's *Code Talker: A Novel about the Navajo Marines of World War Two*](#)

ESSENTIAL UNDERSTANDINGS: #1, #2, #3, #4, #5, #6

ACTIVITIES TO MEET STANDARD:

Students might ask questions such as the following:

- How do Montana tribes and other Montana communities honor veterans? What support services for veterans are available in your community?
- What happened to the Navajos on the "Long Walk" and where did they go? Who or what caused that action? What were the effects on the Navajo community?
- What boarding schools did Navajo children go to and what can you learn about those schools? What experience did Indians in Montana have that was/is similar to any of those the Navajo experienced?
- What other tribes, in World War I or II, had members who participated in using their language as code in war? How?
- What might have contributed to the bartender's prejudice in Chapter 28 or 29? In their research, they will ask more follow-up questions that begin with "How?" or "Why?" or "What's changed, and what's stayed the same?" "What are the causes and consequences?"

RESOURCE:

[DVD Study Guide: *Playing for the World - The 1904 Fort Shaw Indian Boarding School Girls Basketball Team*](#). (DVD and Study Guide sent to high school libraries. Access [Study Guide](#) online.)

ESSENTIAL UNDERSTANDINGS: #1, #2, #4, #5, #6

ACTIVITIES TO MEET STANDARD:

Each Chapter in the DVD and study guide offers possible questions and topics students may research. To meet this standard, students will generate follow-up questions that focus their research. The students in the DVD's special feature, "High School Students Connect to the Story," began their research into the 1904 Indian Girls Basketball Team with very specific questions. The testimony of the students in this trailer will help other students imagine how they might access information to answer their questions.