

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 EIGHT:

MCCS READING STANDARDS FOR LITERATURE

Integration of Knowledge and Ideas

RL.8.9 Standard Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. 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:

In *As Long As the Rivers Flow*, Uncle Louis tells a story about a man who walks in four directions to learn “all there was to know,” as well as other stories “long into the night.” Students can analyze how this work of contemporary non-fiction uses these stories to provide continuity for Lawrence as he prepares to leave home to attend boarding 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:

Unit pp. 100-107, Bibliography, and pp. 53-54 Extension Activities.

The unit examines three traditional Ojibway stories included in the novel: “Deydey’s Ghost Story—from Neebin, the Summer chapter” (25), “Grandma’s Story ‘Fishing the Dark Side of the Lake’ (35) – and ‘Nanabozho and Muskrat make an Earth’ – from Biboon, the Winter chapter.” Students can analyze how these stories contribute to the narrative, characters and events in *The Birchbark House*. In “A Comparative Multi-Disciplinary Investigation of Food Ways and Life Styles” in the unit, students can examine the science of food: Juxtaposing *The Birchbark House*, *Two Old Women*, *Fast Food Nation*, and *Super-Size Me*.

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

ESSENTIAL UNDERSTANDINGS: #2, #5, #6

ACTIVITIES TO MEET STANDARD:

Unit p.7. Students will consider the main character in Cinderella stories: the one who is forced to perform unpleasant tasks and has poor clothing and difficult living circumstances. On page 7, #2, an activity compares/contrasts *Shi-Shi-Etko* and *Sweetgrass Basket* with the goals of many Traditional/Folk Tale stories such as “Cinderella.” It includes specific instructions to not use the formula of many such similar stories to understand these two books. Another incident where traditional

story is included in the novel occurs when Sarah refers to her Mohawk grandmother telling her about how their people are “Keepers of the Eastern Door,” people who only “let those enter who wish to come in peace.” Sarah wants to be “The Keeper of the Door.”

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 read Wallis' Introduction (xi-xiii) where she explains how this story had been passed down for generations through the oral tradition until Wallis wrote it down. The novel also incorporates themes and patterns of events regarding survival in nature, the self in society, culture/tradition, hard times, hunting/wildlife, and place. These women are heroes, and teachers may refer to *Roots and Branches: A Resource of Native American Literature Themes, Lessons, and Bibliographies* by Dorothea M. Susag (42-43) for a discussion of hero in American Indian Literatures.

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:

Although *Counting Coup* is not fiction, Medicine Crow has shaped this narrative for his readers, incorporating stories he was told as a child: war stories, stories of how his people survived under the new ways on the reservation, traditional Crow stories of Wise Man, and the four basic principles of life, the source of power and spiritual people, and special places for the Crow people. He also includes stories of the Little People and how they have helped the Crow people.

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 p. 7: Chapter 9, The Blessingway (ceremony and prayers for personal renewal) and Unit p. 8. Chapter 18: Bougainville (p. 134, protection ceremony). Students will look at the ways Bruchac integrates Navajo traditional practices and story into his *Code Talker* narrative. Another example is included in Chapter 13 “Shipping Out to Hawaii.” Ned’s friend helps him find comfort in his Navajo tradition and belief. Ned also carries a pouch of corn pollen for use in prayer to keep him safe. War and warriors, home and family, courage and fear, the meaning of patriotism, and the concept of heroism are also themes or topics that appear in *Code Talker*.

- *Navajo Blessingway Singer: The Autobiography of Frank Mitchell, 1881-1967*, Edited by Charlotte J. Frisbie and David P. McAllester. Pp. 110, 218-219
- Students can also read “Casualties,” a poem by M.L. Smoker in [Birthright: Born to Poetry—A Collection of Montana Indian Poetry](#) (105) This poem deals with the issue of lan-

guage loss and its effect on the individual and community. Students can contrast this with the way Ned’s original language is sustained and how it benefits him. How can the tie be made to the significance of drawing on the wisdom of the grandmother in this poem to the wisdom of the grandfather in *Code Talker*?

MCCS READING STANDARDS FOR INFORMATIONAL TEXT

Craft and Structure

RI.8.6 Standard Determine an author’s point of view or purpose in a text including texts by and about American Indians, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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 read and analyze how the authors might or might not acknowledge and respond to conflicting evidence using the following:

- “Education of Native Americans” <http://historymatters.gmu.edu/d/4929/>, a paper read by Carlisle Indian Industrial School founder Capt. Richard H. Pratt at an 1892 convention.
- “Student Narrative on Indian Boarding Schools,” by Salish educator, Julie Cajune (Unit pp. 27-28)
- Essays by Tim Giago in *Children Left Behind: The Dark Legacy of Indian Mission Boarding Schools*.

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 texts can be used to meet the requirements of this standard, but they do not deal directly with the text in *The Birchbark House*. Instead, they address the issues of identity and stereotype and the way those issues might impact Indian people. Students might look at the ways *The Birchbark House* might support or contradict some of the claims in the following:

- [“A Cherokee Princess in Every Family”](#) by Paula Peters.

- Pp. 42-43 in the unit provides opportunities for students to consider and write about identity and how individuals know who they are.
- Students may read transcript and/or listen to Joyce Silverthorne’s interview “The Traditional-Assimilated Continuum – Ethnic Identity” found online at montanatribes.org http://montanatribes.org/digital_archives/matrix_eu2.php?page=eu/eu2
- [“honor your Self”](#) Poster Series

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

ESSENTIAL UNDERSTANDINGS: #2, #5, #6

ACTIVITIES TO MEET STANDARD:

Unit pp. 5-6. “Building Background Knowledge Workshop.” Students will select pages or sections from *Away From Home: American Indian Boarding School Experiences* and/or from other sources as listed in the Bibliography (Unit p. 19), analyzing the author’s point of view, purpose and how the author responds to conflicting evidence or viewpoints.

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:

Since the 1851 Treaty of Fort Laramie is critical to the history of the Crow Nation, students can analyze claims and possibly conflicting evidence in the following:

- <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:

U.S.-Navajo relations. In particular, students will analyze how the authors acknowledge or respond to conflicting evidence.

- *American Indian Education A History*, by Jon Reyhner and Jeanne Eder. Pp. 137-138.
- *The Way of the Warrior: Stories of the Crow People*, Edited by Phoenicia Bauerle. University of Nebraska Press. 2003. "The Crow Clan System Today". Pp. 4-5.
- "[Native Words Native Warriors](#)" Lesson Plan from the National Museum of the American Indian

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. Also access [Study Guide](#) online.)

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

ACTIVITIES TO MEET STANDARD:

Students at this grade level might read the Preface to *Full Court Quest* by Linda Peavy and Ursula Smith. They will determine Peavy and Smith's point of view and purpose, but they will also analyze how the authors acknowledge and respond to conflicting evidence or viewpoints in language such as "Yet," and "These difficulties notwithstanding."

MCCS READING STANDARDS FOR INFORMATIONAL TEXT

Integration of Knowledge and Ideas

RI.8.8 Standard Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 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 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:

Although this essay found online in *Indian Country* "[Those Who Tell History's Stories Wield Supreme Power](#)" by Karenne Wood, Monacan Indian Nation, does not deal directly with issues in *The Birchbark House*, it does address Essential Understanding #6 and the way historical accounts change depending on who tells the story: insiders or outsiders. As students read and evaluate the argument and claims and reasoning in the "Those Who Tell History's Stories", students might consider this question: Is *The Birchbark House* a story told by an insider or an outsider? How do you know?

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

ESSENTIAL UNDERSTANDINGS: #2, #5, #6

ACTIVITIES TO MEET STANDARD:

Based on the information they've learned in this unit, students can delineate and evaluate the argument and specific claims in the following interviews and transcripts accessible online at montanatribes.org:

- Federal Policy – Essential Understanding 5- Four Different Experiences http://www.montanatribes.org/digital_archives/matrix_eu5.php?page=eu/eu5-5

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:

To delineate and evaluate an argument, paying attention to the soundness of the argument, noting where irrelevant evidence is present, students will read excerpts from the following articles:

- "1851 Meeting at Fort Laramie" with a painting "Fort Laramie" by Alfred Jacob Miller, 1837: www.nativeamerican.co.uk/1851fortlaramie.html
- "The Crow Reservation and Coalbed Methane" website includes several articles that students can evaluate about contemporary issues on the Crow Reservation: http://serc.carleton.edu/research_education/nativelands/crow/index.html

- Pai’s speech on leadership in Whale Rider (Unit, page 8, Day 6, #1)

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 assess the reasoning (Is it sound and is the evidence relevant or irrelevant?) in the following:

- The online Navajo newspaper: <http://navajotimes.com/>, using any of the opinions or news items to meet this standard.

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. Also access the [Study Guide](#) online.)

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

ACTIVITIES TO MEET STANDARD:

This study guide asks students to consider the meaning of “the World” in the context of the 1904 Indian Girls Basketball Team. What claims does the film make about “the World” and the girls? Is the reasoning sound and the evidence relevant and sufficient? Is there irrelevant evidence that doesn’t contribute to a sound definition?

MCCS READING STANDARDS FOR INFORMATIONAL TEXT

Integration of Knowledge and Ideas

G8-9 Standard Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 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 will analyze two or more texts that provide conflicting evidence, using the following:

- Excerpts from a paper read by Carlisle Indian Industrial School founder Capt. Richard H. Pratt at an 1892 convention that addresses the topic of “Education of Native Americans” <http://historymatters.gmu.edu/d/4929/>

- “Student Narrative on Indian Boarding Schools” by Salish educator, Julie Cajune (27 in unit),
- Essays by Tim Giago in *Children Left Behind: The Dark Legacy of Indian Mission Boarding Schools*.

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

ESSENTIAL UNDERSTANDINGS: #2, #5, #6

ACTIVITIES TO MEET STANDARD:

The following articles include conflicting information about boarding schools. Wherever students locate conflicting information, they will determine if it’s a matter of fact or interpretation.

- Federal Policy – Essential Understanding 5- Four Different Experiences http://www.montanatribes.org/digital_archives/matrix_eu5.php?page=eu/eu5-5
- Assimilation Through Education: Indian Boarding Schools in the Pacific Northwest, an essay by Carolyn J. Marr: <http://content.lib.washington.edu/aipnw/marr.html>
- Tim Giago’s “Introduction: Speaking for the Once-Silenced Voice” in *Children Left Behind: The Dark Legacy of Indian Mission Boarding Schools*. (1-13)

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 two or more 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 analyze the texts and arguments, identifying where texts disagree on facts or interpretations.

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 read the following essays to determine conflicting information about 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:

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/aboufadi/web/enigma/Navajo/PAGES1-3.HTM>,
- “War Heroes” (83-86) in *Native American History for Kids* by Karen Bush Gibson.

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. Also access [Study Guide](#) online.)

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

ACTIVITIES TO MEET STANDARD:

Students might analyze how the following texts provide information that conflict with *Playing for the World*.

- Happy Jack Feder, author of *Shoot, Minnie, Shoot*, used some of the primary documents and a few interviews with descendants to write a young-adult novel about the 1904 Fort Shaw Indian Girls Basketball Team. Teachers may use “A Critical Review of Shoot, Minnie, Shoot” to show contrasts of “fact” and “interpretation” between the novel and the DVD *Playing for the World*. Although the novel doesn’t purport to be complete non-fiction, students may consider the implications of the differences for readers’ understandings of boarding school and the very real consequences for individuals and tribal communities. <http://mtasc.org/Portals/0/Native%20American%20Literature/Shoot-Minnie%20Review.pdf>

MCCS WRITING STANDARDS

Research to Build and Present Knowledge

W.8.7 Standard Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 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:

Students ask a question, and then more focused questions that Loyie's book and the unit inspires, such as the following:

- How did the subjects at boarding school compare/contrast with what children learned in their home communities?
- How did the educators at boarding school differ from the kinds of educators Indian children had before they left home? Possible resources include the following:
- [Chapter 4 of *Montana Mosaic: 20th Century People and Events*](#). An educational series from the Montana Historical Society. Helena, MT: Montana Historical Society and West of Kin Productions, 2006.
- In Curriculum Unit, P. 33 or for more detail, see *Unit 1 – Pre-1800 Challenge to Survive*, Section C: Education – Childhood by Julie Cajune (pp. 47 – 58). Tribal history sent to all school libraries.

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 about any of the topics in the unit, or more, 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? In their research, they will ask additional related 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 unit’s Bibliography on pages 19-20, as well as the following:

- Personal testimonies included in *Away from Home: American Indian Boarding School*
- 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*, the “Wounded Knee” episode, where adults talk about boarding school
- [Chapter 4 of *Montana Mosaic: 20th Century People and Events*](#), or *Playing for the World, the story of the 1904 Fort Shaw Indian Girls Basketball Team* (DVD and Study Guide sent to high school libraries. Also access [Study Guide](#) online.)
- They might ask their own “I wonder why?” or “I wonder how?” or “What’s changed and what’s stayed the same?” question about a topic the students might select.

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 fishing and hunting in Alaska today, or about the Athabascan people and their economic or social situation, or about the environment and how it might be changing. They will draw on several sources adding more questions to further their exploration of the topic.

- For many articles on many subjects see the [Alaska Native Knowledge Network](#)

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 questions such as, what is Medicine Crow’s opinion about growing up Crow in this time of dramatic transition for Indian people? What were the substances of successive treaties, such as 1868 Ft. Laramie Treaty, 1868 Ft. Hawley Treaty, 1874 Milk River Agreement, and Carbon Reserve Agreement, and how did they affect the Crow? Students will use the “Need To Know” format, page 12. With any research they conduct, they will assess the credibility of each source and use appropriate processes for quoting, paraphrasing, and for citing information.

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:

- What were some of the effects of their war experiences the Navajo code talkers realized after the war?
- How does Jennifer Greene's poem in [Birthright: Born to Poetry](#) - "I Take My Home" (40) add to your understanding about Indian men and their military service?
- What are your relatives' –both men and women - experiences in the military?
- What are the long-term effects to people who are forbidden to speak their language? How did the dropping of the bomb in Japan affect the American military or individuals or the war?
- What is the "Navajo Way"?
- 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](#). John Twiggs and MontanaPBS (DVD and Study Guide sent to school libraries. Also access the [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, but they might ask additional questions of "Why?" or "How?" or "What are the causes and consequences of a situation?" Or "What is/was the problem?" "What is/was the solution?" To meet this standard, students will generate follow-up questions that focus their research.