# Playing for the World

## The 1904 Fort Shaw Indian Boarding School Girls Basketball Team DVD

Model Teaching Unit
English Language Arts, Social Studies, Media Literacy
Middle and Secondary Level with Montana Common Core Standards

Written by Dorothea M. Susag

Published by the Montana Office of Public Instruction 2010
Revised 2014

Indian Education
Montana Office of Public Instruction
Denise Juneau, Superintendent

*Photo credit: Team in uniform: #2001.20.02, The History Museum, Great Falls, MT*

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*Photo credit: Team in native dress: #2001.20.01, The History Museum, Great Falls, MT*

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## Anchor Text – DVD – *Playing the World* (available in all Montana high school libraries)

Twiggs, John. *Playing for the World*: *The 1904 Fort Shaw Indian Boarding School Girls Basketball Team*. DVD. Missoula, MT: Montana PBS/University of Montana, 2009.

## Fast Facts

| | |
|---|---|
| ***Genre*** | Film Documentary (56:44) |
| ***Suggested Grade Level*** | 6-12 |
| ***Tribes*** | Assiniboine, Blackfeet, Chippewa, Cree, Gros Ventre, Lemhi Shoshone and Shoshone Bannock |
| ***Place*** | Fort Shaw, Montana; train trip to St. Louis; St. Louis World's Fair |
| ***Time*** | 1902-1904 and 2009 |

## Overview

**Suggested Timeline**

This unit has been organized in segments by length and topic while also allowing flexibility for teachers taking into account time, curriculum, student age and ability.

**Teacher Tip**

*Playing for the World* DVD is the foundation of this unit. This unit provides a general pacing guide for viewing the DVD in segments with guiding discussion questions. This unit also provides suggested instruction extending options for reading, writing, speaking/listening, and research experience beginning in Segment 7.

**Teaching and Learning Objectives**

1. Montana Common Core Standards (for details see Appendix A)
2. Indian Education For All Essential Understandings (for details see Appendix B)
3. Themes and topics:
    - Indian boarding schools
    - Montana history
    - Cultural and personal loss and survival
    - Identity
    - Living between two worlds
    - Persistence and resilience
    - Self in society
    - Justice and injustice
    - Stereotype and racism
    - Personal/communal quest
    - Media and critical literacy
    - Perspectives and ways they influence what we know and believe

## About the Producer

At the University of Montana, Missoula, John Twiggs taught radio-television courses beginning in 1994 when he founded the Radio-Television Department. Twiggs currently produces television programs for KUFM-TV/Montana PBS, where he focuses on educational documentaries covering history, social studies, science, dance and music. For Montana PBS, John Twiggs is a contributing producer of the very popular "Backroads of Montana."

John Twiggs has received awards for his work from the Parents Choice Foundation and Rocky Mountain Emmy Awards, having received nominations for his contribution to twenty films since 2003.

## Text Summary

*Playing for the World* is a documentary about a team of young Indian women at a boarding school in Fort Shaw, Montana. The production uses original photos, news reports, film footage of the 1904 Fair, interviews with descendants, and the primary consultants, Linda Peavy and Ursula Smith, authors of *Full-Court Quest: The Girls from Fort Shaw Indian School Basketball Champions of the World. Playing for the World* begins and ends with the personal stories of each of the players, but the primary focus is their legendary journey culminating in their winning the "World Championship" at the 1904 St. Louis World's Fair.

The team was inducted into the Montana Indian Athletic Hall of Fame in 2009. On February 1, 2014, the "1904 World Champion Fort Shaw Indian School Girls Basketball Team" from Fort Shaw was inducted into the Montana Cowboy Hall of Fame & Western Heritage Center.

## Rationale for DVD and Unit

Positively, negatively, and even tragically, the Indian boarding school experience has impacted Native Americans over one and a half centuries and multiple generations. American Indian people live with the effects of that experience on them and on their neighbors. *Playing for the World* is relevant to Montana students because it shows that boarding schools for Indian children didn't just occur in the East. Boarding schools existed in Montana, often hundreds of miles from the children's homes.

The story of the Fort Shaw Indian boarding school girls' basketball team is a unique story that portrays a more positive experience and its lasting effect. It is a story of resilience "against all odds." *Playing for the World* and boarding school issues easily connect to significant American and world historical and sociological issues—such as stereotypes in sports—that still exist today.

The unit provides a variety of options for reading and writing arguments, informational/ explanatory texts, and narratives. The *Playing for the World* DVD and unit meet all of the Essential Understandings Regarding Montana Indians, but they particularly address the following:

- Essential Understanding #2: There is great diversity among individual American Indians as identity is developed, defined and redefined. There is no generic American Indian.
- Essential Understanding #5: There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today.
- Essential Understanding #6: History is most often related through the subjective experience of the teller. History told from Indian perspectives frequently conflicts with the stories mainstream historians tell.

With target audiences from grades 6-12 for the unit, teachers who use this unit may make adjustments for a variety of student abilities or grade levels.

## Critical Shifts to the Common Core Standards (also see Appendix A)

**CCRA.SL.1:** With any of the questions or written responses included in the unit, students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners. All of the questions and prompts will help develop students' skills to build on others' ideas and to express their own ideas clearly and persuasively.

**CCRA.SL. 4:** The focus of this standard—speaking appropriately to task, purpose, and audience—is an understood foundation in this unit.

**CCRA.R.1:** Every day or within each section in the *Playing for the World* unit, students will *read* the DVD and supplementary informational texts closely. In the questions that go with each chapter, students will consider applying Reading/Writing Strategy #3 to determine what the text says explicitly. They will draw inferences from what they see and read, always citing specific evidence to support their conclusions. This particular unit can help students develop media literacy, while they practice their critical reading and thinking skills.

**CCRA.R.2:** Each "Chapter" in *Playing for the World* focuses on two or three themes or central ideas identified in the "Summary" statements. Using these guidelines, teachers can help students determine central ideas and themes for themselves. Students may use these or their own determined themes to analyze their development over the course of the text, providing a complex analysis.

**CCRA.R.3:** Throughout *Playing for the World,* the producers and directors, together with authors Linda Peavy and Ursula Smith, show the relationships between the Indian boarding school and the wider world, including the Indian girls' home communities and families. A combination of historical narrative, research based on primary documents and oral history, *Playing for the World* also includes narrative elements that involve characters and settings as the team develops and ultimately wins the World Championship in St. Louis, Missouri. Students might consider the impact of the various approaches the authors use to tell the stories—sequential or flashback, ways the authors introduce individuals they've interviewed, and ways they incorporate or cite evidence from research, etc. The DVD examines the girls' personal challenges intertwined with the team challenges and the significant challenge of an Indian team operating and succeeding in a non-Indian world.

**CCRA.R.4:** The unit includes activities that focus on words such as *world*, *Victorian*, and words reporters used to describe the girls, with questions to help students consider the presence of irony, as well as connotative and figurative meanings. Students will consider how such word choices by producers or speakers or historical figures shape meaning or tone in the DVD.

**CCRA.R.6:** In the media literacy activity at the beginning of the unit, students will ask questions of what they see and hear, to help them determine point of view or purpose. In several "Chapters," individual speakers share information while they also communicate perspective or point of view. Students will determine for themselves the perspectives of speakers, especially as the speakers might contradict the narrative, other speakers, or newspaper accounts regarding the way they might shape the stories we tell about American Indians.

**CCRA.R.7:** This unit provides many opportunities for students to integrate and evaluate content presented in diverse media and formats. The DVD includes photographs, photocopies of newspaper articles, videos of traditional games in the Idaho landscape and simulated 1904-era basketball games, as well as published articles and essays about the boarding school experience. All of these resources are available for students to analyze either in the DVD itself or in supplementary readings.

**CCRA.R.8:** In Segment Seven, "Options for Reading and Writing Arguments" provide opportunities and resources for students to delineate and evaluate the argument and specific claims in additional texts.

**CCRA.W.1, 2, 3:** This *Playing for the World* unit specifically addresses the writing standards that identify three text types and purposes with prompts requiring students to write either arguments, informative/explanatory essays, or narratives.

**CCRA.W.4:** Through several specific R.A.F.T.S. prompts in the unit, as well as possibilities for creating such prompts from other questions, students have opportunities to develop writing that is appropriate to task, purpose, and audience.

**CCRA.W.8:** For any of the writing options, teachers can support students as they gather relevant information from multiple print and digital sources while they determine the credibility and accuracy of each source.

**CCRA.W.9:** Throughout the entire unit, students should be encouraged to draw evidence from the text to support analysis, reflection, and research.

**CCRA.W.10:** Every day, students will write in shorter time frames or over extended time frames for a range of tasks, purposes, and audiences.

## Resources/Materials, Strategies and Assessment

### Resources/Materials:

Appendix A: Grades 6-12 College and Career Readiness Anchor Standards
Appendix B: Essential Understandings Regarding Montana Indians
Appendix C: Rubric for Short Informative/Argumentative Essay Response
Appendix D: Online Resources for Supplementary Arguments and Informational/Explanatory Texts
Appendix E: Additional Resources related to the Indian boarding school experience

### Reading and Writing Strategies: CCRA.R.1, 2, 3, 4, 6, 8, 10; CCRA.W. 1, 2, 9, 10

For each chapter studied in this unit, students are asked to read closely and draw inferences from the text. As they respond in speaking and writing, they will cite evidence for their conclusions about explicit statements or inferences or where the text leaves matters uncertain. Teachers can use any of the following reading/writing strategies as they address these standards and their students' needs:

**1. Reading/Writing Strategy:** Students will read the entire paragraph or essay or document and respond to the following questions:

a. What is the **subject or topic**? What specific evidence in the text leads to your conclusion?
b. What is the **author's opinion** about the topic? What specific evidence in the text leads to your conclusion?
c. Identify the author's **claim** or **thesis statement**. Is it consistent with your conclusion about the author's opinion?

**2. Reading/Writing Strategy:** After reading the document or essay or chapter, students will respond to the **D.I.C.E. prompt** and write about what…

a. **D**isturbs
b. **I**nterests
c. **C**onfuses (This is a place where students might identify words or phrases in the text that they don't understand. Discuss the denotative and possible connotative meanings of challenging vocabulary.)
d. **E**nlightens them about a topic, text, or issue?

**3. Reading/Writing Strategy**: Students will respond to specific phrases or sentences that leave matters uncertain or ambiguous.

a. **What does it say?** (What's the literal or explicit meaning?)
b. **What might it mean?** (What is the author suggesting without directly stating it? What might readers infer or read between the lines? Conclusions might go beyond the text to larger contextual knowledge bases)
c. **Why does it matter?** (How does the meaning any particular audience might attribute to the statement result in actions or policy or consequences to other relevant groups? How does the inferential meaning as opposed or consistent with the explicit meaning affect a goal of authentic and accurate information and to our understanding of ways perspective influences meaning and understanding?)

**4. Reading/Writing Strategy:**

a. What's the **problem**? What evidence in the text leads to this conclusion?
b. What are possible **solutions**? What evidence within or outside the text leads to these conclusions?
c. Do I have enough **information** to support or verify a conclusion?

**5. Reading/Writing Strategy:**

a. What is the **situation**? What evidence in the text leads to this conclusion?
b. What are the **causes** of a situation? What evidence within or outside the text leads to these conclusions?
c. What are the **effects** of a situation? What evidence within or outside the text leads to these conclusions?
d. Do I have enough **information** to support or verify a conclusion?

**6. Reading/Writing Strategy:**

a. What's changed? What evidence in the text(s) leads to this conclusion?
b. What's stayed the same? What evidence in the text(s) leads to this conclusion?
**c.** Why? What evidence within or without the text leads to this conclusion?

**7. R.A.F.T.S readwritethink Strategy:**

R.A.F.T.S. information created by the International Reading Association and the National Council of Teachers of English is available online at http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html.

**Role:** helps the writer decide on point of view and voice
**Audience:** reminds the writer that he/she must communicate ideas to someone else; helps writer determine content and style
**Format:** helps the writer organize ideas and employ the conventions of format, such as letters, informal explanations, interviews, or speeches
**Topic**: helps the writer focus on main ideas
**Strong Verb**: directs the writer to the writing purpose, e.g. to persuade, analyze, create, predict, compare, defend, evaluate, describe, inform, etc.

## Assessment:

Student journal of daily writing based on the "Activity" assignments associated with each chapter viewing and discussion.

Student written responses to one or more of the suggested writing activities throughout the unit addressing the following: (you can use rubric provided in Appendix C or create rubrics for activities selected):

- Indian Boarding Schools
- Cultural and Personal Loss and Survival
- Identity
- Living Between Two Worlds
- Persistence and Resilience
- Self in Society
- Justice and Injustice
- Stereotype and Racism
- Personal/Communal Quest
- Media and Critical Literacy

## Segment One: Setting the Stage for *Playing for the World*

In discussion or writing, students think about their own experience.

**CCRA.R.1; CCRA.W.1, 2, 3, 4, 10; SL.1, 2, 6**

**Introductory Prompts:**

- What kind of team sports, both in and out of school, have you played or watched? Little League, soccer, softball, baseball, basketball, football, volleyball, wrestling, hockey, golf, swimming, others?
- While playing the sport, what did you enjoy the most? The least? Why?
- While watching the sport, what did you enjoy the most? The least? Why?
- Name one purpose of team sports for players today.
- Name one purpose of school for children in America today.

**Writing and Speaking Options:**

1. Picture a basketball game in your school or at another school—a tournament game perhaps. Make a list of images for each of the following:
   - What do you see around you on the floor?
   - What do you hear?
   - Who do you see in the stands?
   - What are they doing?
   - Why are they here? Give four or five different reasons.

2. Describe/retell or narrate one of your most exciting moments in playing or watching a team sport. Begin your writing with this phrase: "I remember . . . ." and conclude with a reason why this experience remains so strong in your memory. Imagine that someday your own grandchildren will read what you've written.

3. Explain a dream or goal you have for yourself – how or when did that dream begin? What will it take for the dream to come true?

4. Read aloud "I Take My Home" by Jennifer Greene in *Birthright--Born to Poetry: A Collection of Montana Indian Poetry* (see bibliography for link to document). Create a word map or cluster, with the word "home" in the center. Cluster for 10 minutes, using sensory nouns and verbs. Use your unique images from your personal experience, and then write your very own extended definition or poem of "home" for you. The images in your poem may differ significantly from those of your friends and neighbors.

5. Reading/Writing Strategy #7 – R.A.F.T.S. Informative/Explanatory writing assignment: Were you ever separated from your family/friends/community for a time (a few days, week, months, or longer)? Explain or retell what happened (who, what, when, where, how, and why) and then how you coped. Write a letter to a friend and explain what you learned from the experience. Include specific evidence (images and actions) that support your claims about what you learned. Students might use the information in this letter in an oral presentation to classmates, or students might role play the situation as they explain what they learned to a friend.

6. Reading/Writing Strategy #7 – R.A.F.T.S. Write a letter from a parent's/adult's perspective to a son or daughter who might have traveled to camp, or to another culture and country as a foreign exchange student. Explain how you feel and what you miss the most about your son or daughter. Write what you hope for him or her and what you want to know about his/her experiences so far away from home. Use your own and your family's experiences to help you imagine how the parents might feel.

**Teacher Tip:**
Some students might find these topics traumatic, so teachers could preface the assignment with a general discussion to ensure all students feel safe talking or writing about separation.

## Segment Two: Introducing the American Indian Boarding School experience.

Students will integrate and evaluate content presented in diverse media and formats as well as in words.

**CCRA.R.1, 4, 6; CCRA.W.2; CCRA.SL.1, 2, 6**

Watch *Montana Mosaic: 20th Century People and Events*. Montana Historical Society. Chapter 4: 17 minutes. https://mhs.mt.gov/Education/MontanaMosaic.aspx (All secondary-level public school libraries in Montana have received from OPI a copy of this DVD.) Provide questions ahead of time so students can respond to "Getting at the Meaning" Questions from the online "Montana Historical Society User Guide" for Chapter 4 in *Montana Mosaic.* Students will support answers with strong and thorough evidence from the video.

1. Based on what you saw in the video, what does the placement of boarding schools away from the reservations suggest about the schools' goals?
2. How did the education that Indian children received at boarding schools reinforce or contradict what they learned from their parents and their tribes?
3. What problems/struggles might a boarding school student face on his or her return home?
4. What long-term repercussions of the boarding school era can still be seen in Montana today?
5. Do you think the video presented a balanced view of boarding schools? Why or why not?

View the interactive map on the *Montana PBS Indian Country Diaries* website. This interactive map shows the locations of twenty-five off-Reservation Indian boarding schools in America between 1880 and 1902. http://www.pbs.org/indiancountry/history/interactive_map.html.

Write or speak in response to one or more of the following using Reading/
Writing Strategy #2: What Disturbed, Interested, Confused, or Enlightened you as you examined the interactive map, viewed the video and responded to the questions? As you write, include specific evidence from any of the texts you read or viewed.

## Segment Three: Media Literacy

**CCRA.R.1, 2, 3, 4, 6, 7; CCRA.SL.1, 2, 3, 5, 6; CCRA.W.2, 8, 9, 10**

**Teacher Tip:**
Make photocopies of the front and back covers of the DVD to distribute to students, or scan the cover and put it into a PowerPoint slide for viewing.

Students will read and ask questions of the DVD Cover, preparing for and participating in a media literacy activity with questions to consider while viewing the film as a whole.

Citing strong and thorough textual evidence for each of the two following activities, students will analyze the visual and verbal information on the DVD cover and in the documentary.

Students will ask themselves this question, "How do I know my answer is accurate or appropriate?" They should be able to identify specific images or words or phrases that support their response. Each question requires students to draw inferences from what they see and hear.

**Media Literacy Activity: Previewing the DVD Cover**

1. What do you learn about the DVD from looking at the front cover? The back cover?
2. This DVD is a documentary. What does that mean (connotation and denotation)? What assumptions do we make about documentaries? What are the obligations of a producer of a documentary?
3. What do you learn about the DVD from the logos at the bottom of the back cover?
4. What do you learn about the DVD from the photographs on the front and back covers?
5. Based on just the title *Playing for the World*, what can you predict about this documentary?
6. Write a literal or dictionary definition of "the world" as you understand it? What or who might "the world" include or exclude in the context of this documentary? You might also consider the connotative meanings of "the world." Discuss your definition with the rest of the students in your class.

**Media Literacy Analysis of DVD Feature Film *Playing for the World***

**Teacher Tip:**
These questions can be embedded in discussions within the lessons for each chapter, used as an anticipatory lesson about assumptions or used as a summative lesson to recap important media literacy observations. When used as a focused activity, teachers might show a portion of the DVD. Before the viewing, they will assign each of the following seven numbered questions to individuals or groups who will share their responses and prepare a presentation that communicates their collaborative conclusions to the question or prompt. This media literacy activity may be applied to any film or video. Students in one class commented that their participation in this activity changed forever the way they viewed movies and advertisements.

1. What **music and instruments** play in the background in different portions of the DVD? What is the effect of the choice of music on you as a viewer? What might it make you believe or feel as you watch and listen?
2. What kinds of **photos or images** play while a person is speaking? How do some of those images support the speaker's comments or contradict them to create irony?
3. Make notes of the **featured speakers**. Who are they and what are their backgrounds? How might their backgrounds and experiences influence what they say? What is the point of view of each regarding boarding school or the Fort Shaw School or the basketball players? Why might the producers have selected specific individuals to speak in the DVD?
4. How are the **girls portrayed** in the video? What do you see? What don't you see? Why?
5. What do you notice about the **games**? Who is in attendance? Who is not in attendance? How are they dressed? What is missing in these pictures?
6. What is the effect of the **primary documents**, such as photographs of newspaper articles, on your understanding of this story? Do they help or hinder your appreciation of the story?
7. Listen for the context of **"world"** each time it is mentioned in the DVD. What does it mean in each instance where it is used? What is the cumulative impact of this word choice on meaning and tone?

## Segment Four: Viewing *Playing for the World* by Chapters

Students focus on themes and central ideas as well as Getting at the Meaning, Interpretive, and Evaluative question strategies. **CCRA.R.1, 2; CCRA.SL.1, 3, 4; CCRA.R.1, 2, 3, 6**

**Teacher Tip:**
Students will view and respond to *Playing for the World* in ten different chapters. This unit provides a suggested pacing which can also be adapted by the teacher. Although a summary of each chapter is provided below, teachers may encourage students to determine the theme or central idea after they have completed the viewing of each. Once they determine a theme or central idea, they will identify specific details (evidence) to support their conclusion.

Each of the "Chapter Summaries and Questions" below include two levels of questions: Getting at the Meaning and Interpretative. Evaluative Questions, representing the highest thinking level, appear in the Questions and Activities at the end of the Chapter viewings. The questions with each chapter will serve as Study Guides for students to perform a close reading of what is said or shown and the inferences they can draw. To support their responses to the questions, students will cite text-based evidence for each.

In the model prompts below, students will delete the preface to the underlined phrase or sentence once they have determined the theme or central idea. This is a strategy for helping them articulate the central idea.

In any given class, students will determine more than one theme or central idea. Teachers may use this opportunity to help students understand the way these themes and central ideas build on one another to produce a complex account.

**Theme:** To determine theme (a noun or noun phrase), students might complete the following sentence: "When I finished watching this chapter, I determined that _____ was an important theme."

Examples of themes in *Playing for the World*:

- cultural and personal loss and survival
- identity
- living between two worlds
- self in society
- stereotype and racism
- justice and injustice
- personal/communal quest

**Central Idea:** To determine the central idea (complete sentence), students might complete the following sentence: "When I finished watching this chapter, I understood that _____.

The central idea is the larger picture, the way we make sense of the specific details that support the central idea. Examples of central ideas in *Playing for the World*:

- The story of the Fort Shaw Indian Girls Basketball team demonstrates the conflicts and challenges Indian children suffered.
- *Playing for the World* shows how Indian children could survive and prevail despite the cultural and personal losses.
- The basketball team suffered stereotype and racism, justice and injustice, while they prevailed.

**Teacher Tip:**
The Interpretative-level questions, in particular, require students to determine the underlying or broader meaning, distinguishing what is directly stated in a text from what might be intended. As they respond through speaking and writing, students will cite evidence for their conclusions about explicit statements or inferences or where the text leaves matters uncertain. Teachers can use any of the reading/writing strategies listed at the beginning of this unit as they address relevant standards and their students' needs. Please see "Critical Shifts to the Common Core Standards," in the beginning of this unit as your students watch the film and respond in writing and speaking.

**Options for using the questions for each Chapter:**
- Teachers might allow individual students to choose Interpretative-Level questions to respond to from the list.
- Students might ask their own Interpretative-Level questions that begin with *how* or *why*.
- Teachers might assign small groups to respond to and discuss one or two selected questions.

**Guidelines for collaborative discussion groups:**
- Follow the teacher's directions for grouping.
- Select a scribe and a speaker who will share the group's conclusions.
- Respect your own right to learn.
- Respect your neighbor's right to learn.

## DVD Chapter 1: 0:00-3:04

Summary: Introduction of the Fort Shaw Indian Boarding School team and the changing world for Indian people

**Getting at the Meaning Questions**
1. What was the purpose of games to the Shoshone people?
2. Who was Minnie Burton?
3. According to the narrator, why did Indian children go to boarding schools?
4. According to the narrator, why were these young women a "perfect combination" to handle the changes and challenges of a new world? What is the meaning of "perfect combination" as the narrator uses it? What is the impact of this word choice on her entire meaning and tone?

**Interpretative-level Questions: Boarding School**
1. In this section, a narrator says, "there wasn't much choice of wanting to go there—it was a place for an education." What do the woman's comments suggest about her opinion of boarding school?
2. Another narrator (Darrell Kipp, Piegan Blackfeet) quotes an administrator of a boarding school who says, "We are here to change you." What do Darrell Kipp's comments suggest about his opinion (not the administrator's opinion) of boarding school? Consider using Reading/Writing Strategy #1 to help you answer these questions.

## DVD Chapter 2: 3:04 – 9:15

Summary: The impact of boarding school practices and schedules on young Indian children, the history of Fort Shaw, Federal Indian Policy regarding Indians and boarding schools, and the situation for Indians on reservations

**Getting at the Meaning Questions**
1. What did the boarding schools lead Indian children to believe about themselves?
2. Why was Fort Shaw selected as an Indian Boarding School? How many students were enrolled in 1897?
3. What do you learn about Nettie Wirth's parents? Why was she sent over 300 miles from home to attend school at Fort Shaw?
4. Who was Emma Sansaver, and how did her background differ from Nettie Wirth's background?

5. What was the recruiting area for students who came to the Fort Shaw Indian Boarding School?
6. What was the stated policy and purpose of Indian boarding schools in America?
7. Why did St. Paul School officials change Emma's tribal affiliation?
8. What was the situation for many who remained on the reservations?
9. What did some of the elders on the reservations hope might result from the children being educated at boarding schools?

**Interpretative-level Questions: Women/Girls- Mothers/Daughters**

1. The narrator says the girls were expected to act like Victorian women. What does "Victorian" mean, and how might the "Victorian Woman" have differed from women in their Native communities? What is the meaning of this phrase as the narrator uses it? What is the impact of this word choice on her entire meaning and tone? Consider using the Reading/Writing Strategy #3: What does it say? What does it mean? Why does it matter?
2. How might the decision to send Nettie Wirth and her sisters to Fort Shaw have affected their mother, Woman that Kills Wood? How might this decision have affected the girls as they left on the train? Consider using Reading/Writing Strategy #5: What's the problem? What are the causes? What are the effects?
3. How might the children have felt about the individuals or situations that sent them to boarding school so far from home?

## DVD Chapter 3: 9:15 – 20:30

Summary: The girls as students and players at Fort Shaw, the assimilation policies that sought to change Indians, and the introduction of basketball and its impact on the girls at Fort Shaw

**Getting at the Meaning Questions**

1. What made boarding school tolerable for all the students?
2. What was a distinguishing characteristic of each of the following young women: Emma Sansaver, Belle Johnson, Genevieve Healy, Katie Snell?
3. What classes did the students take? What extracurricular activities were available for boys and for girls?
4. Who was Josephine Langley, and why is she important to this story?
5. Who invented the game of basketball?
6. When and how did basketball get started at Fort Shaw, and what kind of equipment did they use?
7. Who was Fred Campbell, and why is he important to this story?
8. What was the conflict between the Shoshone chief and Minnie Burton's father?
9. What did Shoshone girls learn about decision making at home on the reservation?
10. What was Emma Sansaver's role in the game? Minnie Burton's?
11. How does Kathryn Shanley explain the girls' ability to adapt?
12. How did basketball change the lives of women?
13. What were the rules of basketball in the early 1900's? How did "girls" rules differ from "boys"?
14. Why did Superintendent Campbell put so much emphasis on the girls' team?

**Interpretative-level Questions: Adapting to Change**

The following questions require students to compare and contrast in various ways.

1. What did Emma hope to become once she left the boarding school? Was it her only option? Could it have been consistent with the role she may have played as a traditional Chippewa-Cree/Métis woman? Was it a goal the boarding school fostered? How may it differ from girls' goals today? Why the difference?
2. According to the narrators, how did the girls respond to the new game? How might this game have compared to the games they learned to play as young children on the reservation?
3. Why does the DVD suggest Indian women were so appropriate for contributing to the change from games Indians played on the reservation and the game of basketball? Is this a fair assumption?

4. Before the Indian girls were thrust into the non-Indian world, how did the images they had of themselves differ from those of the "white Victorian women of the day?"

## DVD Chapter 4: 20:30 – 27:46

Summary: Basketball competition, Coach Campbell's goals for the school and team, media coverage, and the girls' introduction to a world outside Fort Shaw

**Getting at the Meaning Questions**

1. Why did Superintendent Campbell move the home games to Great Falls?
2. What were the roles of the starting five?
3. How did the cheer "Shoot, Minnie, Shoot, Shoot!" originate?
4. What was the effect of all the newspaper coverage on the girls and on the team?
5. What was one of the strategies for beating the other teams?
6. Who did the Fort Shaw team play?
7. What other skills of the Fort Shaw students did Superintendent Campbell promote?
8. What college teams did they play, and what were their experiences both on and off the floor?
9. Who played and who won the Montana "championship game?"
10. What was a legend about the team?

**Interpretative-level Questions: Issues of Identity**

As students respond to the following questions that feature language or word choice issues, they might consider Reading/Writing Strategy #3: What does it say? What does it mean? Why does it matter?

1. In the newspaper accounts, how might the reporters' descriptions of the girls on the team go over today? Why? What might the words and phrases they use mean to the 1904 audience or to audiences of the DVD today? How might those words impact behavior then or now?
2. How was "basketball the great equalizer"? What is the figurative or connotative meaning of this phrase? What is the impact of the phrase on meaning or tone within the documentary?
3. What does the narrator suggest as a reason the girls were so well accepted by the non-Indian audiences?

**Writing Activity:** The narrator suggests that the girls were recognized less for their tribal affiliation and more as the "Fort Shaw Team." What might this have meant for the girls' identity? Were they individuals? Were they no longer Blackfeet? Chippewa? Assiniboine? Shoshone? Use evidence from the DVD and other sources, including oral sources, to write a more extensive informative essay in response to these questions.

## DVD Chapter 5: 27:46 – 35:24

Summary: The experiences for other students at Fort Shaw, the impact of tragedy on the girls and their families, and preparations for the team's participation at the 1904 St. Louis World's Fair

**Getting at the Meaning Questions**

1. What were the experiences of other Fort Shaw students who didn't play on the basketball team?
2. Why did Coach Campbell plan the Montana basketball trip?
3. What happened to Emma Sansaver's mother?
4. How did this event impact Emma and the team?
5. What do Peavy and Smith suggest the team may have learned from this experience?
6. How did the Fort Shaw team come to be invited to play basketball at the World's Fair in St. Louis?
7. Who would play on the team in St. Louis?
8. What was the World's Fair planners' objective for the Model School and Native American villages?
9. What were the requirements of the girls besides playing basketball?
10. What problems occurred with raising money for the trip to St. Louis?
11. What was the reason for Katie Snell's grief?

**Interpretative-level Questions: Contrary Roles**

As students answer the following questions, they might consider Reading/Writing Strategy #5: What is the situation? What are the causes? What are the effects?

1. How were the boys' experiences at boarding school different from the girls' at the school and from the members of the team?
2. Why were boys running away from the boarding school?
3. How did the girls wearing buckskin dresses contradict federal Indian policy?

   The following questions address issues of word choice and Reading Standard 4 in particular. As students answer the questions, they might apply Reading/Writing Strategy #3: What does it say? What does it mean? Why does it matter?

4. What is ironic about the girls reciting excerpts from "The Song of Hiawatha" by Henry Wadsworth Longfellow? http://www.hwlongfellow.org/poemspoem.php?pid=283
5. Explain "imperialistic nostalgia" or a "longing for something after they've killed it" that Kathryn Shanley talks about. What is the meaning of these phrases, and what are the connotations of each? How does this word choice affect the meaning and tone of Shanley's comments?
6. How does the "imperialistic nostalgia" or the "longing for something after they've killed it" impact the Indian girls?

## DVD Chapter 6: 35:24 – 37:55

Summary: The trip by train to St. Louis, with racism and basketball along the way

**Getting at the Meaning Questions**

1. How did the girls experience racism on their trip to St. Louis?
2. How did Belle Johnson respond to the comments or experience?

**Interpretative-level Questions: Facing Racism**

Students will consider Reading/Writing Strategy #3 as they respond to the following questions: What does it say? What does it mean? Why does it matter?

1. What does "racism" mean as it is used in the context of this chapter?
2. What does Jesse Hawley say that Indian women "are used to experiencing"? She uses the present tense suggesting it still happens. How and Why? What is the effect of her word choice on your understanding of her perspective?
3. What might "beat'em at their own game" mean?

## DVD Chapter 7: 37:55 – 41:50

Summary: Arrival at the World's Fair in St. Louis, June 14, 1904, The Model Indian School, Native Villages, amusements, and the Fort Shaw girls' performances

**Getting at the Meaning Questions**

1. What special event occurred on the day the Fort Shaw players arrived?
2. What did the girls see and do as sight-seers at the Fair?
3. How were the team members' experiences different from other Indians at the Fair?
4. What was the new soft drink, and, according to Katie Snell's daughter, how did the drink affect Katie?
5. What was the purpose of the Model Indian School?

**Interpretative-level Questions: Images and Expectations**

1. How might Indian people then and now—and non-Indian people then and now—interpret the term "Model?" Who or what was the "model"? Who or what was to follow the "model"? Consider Reading/Writing Strategy #3: What does it say? What does it mean? Why does it matter?

2. What new challenges might the girls face at the Fair and in life? Consider Reading/Writing Strategy #4: What is the problem? What are the solutions?
3. How did the school and the Fair display the contrasts between the "old and the new?" What might have been the purpose for these "old and new" displays? Consider Reading/Writing Strategy #6: What has changed? What has stayed the same? Why? How will the change impact Indian people?

## DVD Chapter 8: 41:50 – 46:25

Summary: Coach Campbell's challenge, exhibits, stereotypes, differing perspectives, and mixed messages

**Getting at the Meaning Questions**

1. How does Coach Campbell recruit teams to play the Fort Shaw Girls Basketball Team?
2. Describe the game against the Illinois team.
3. How were the Indian girls and boys "displayed" in the Model Indian Boarding School?
4. What stereotypes still impact Indian people?
5. What was the relationship between the Fort Shaw girls and the others on display at the Model school?

**Teacher Tip:**
*Perspective* is positive or negative or neutral toward a situation or event, and it is determined by an individual's life experience or cultural background or education. *Perspective* defines a person's understanding of what the situation or event means. This issue is particularly addressed in Reading Standard 6.

**Interpretative-level Questions: World's Fair Perspectives**

1. What most interested the visitors to the Indian exhibits? Why?
2. How are those boarding school students "on display" treated? To what might you compare the set up?
3. Is there such a notion as an *authentic* Indian, and if so, who is *authentic*? Who decides?
4. Identify or define the following three different perspectives: the Fair visitors, the boarding school administrators, and the Indians.
5. What are some of the mixed messages the Fort Shaw girls and Native people receive at the World's Fair? You might fill in the blanks in the following sentence: "On the one hand, they were led to believe that . . . . . ., but on the other, they were told—or knew—that . . . ."

## DVD Chapter 9: 46:35 – 50:00

Summary: Other sports events at the Fair, a trophy and a challenge for the World Championship on September 3, 1904, leaving for home on November 1904, and reflections

**Getting at the Meaning Questions**

1. What is an Olympiad?
2. Why did James Sullivan want to conduct the "Aboriginal Games"?
3. What was the main disadvantage for Native people?
4. What was the outcome of these games?
5. Why did Emma keep a journal?
6. What do the descendants say the girls learned from the experience?
7. How did the reporters and those in attendance respond to the games for the World Championship?

**Interpretative-level Questions: Championship Game**

1. What was unique about the Fort Shaw girls in the athletic competition?
2. What may have been the tradeoff for the girls? Being champions, attending the Fair, separation from home and family, being in the spotlight? Tradeoff is an idiom. Define the term as it is used in this context. Consider applying Reading/Writing Strategy #3: What does it say? What does it mean? Why does it matter?

## DVD Chapter 10: 50:00 – 56:44 (end of feature)

Summary: Issues of identity and the lives of the Fort Shaw Indian basketball team after they left the school

**Getting at the Meaning Questions:**

1. How did the girls view themselves?
2. According to Drucilla Gould, why did the girls play basketball?
3. What do you learn about what happened to the following players after they left Fort Shaw Boarding School: Minnie Burton, Emma Sansaver, Nettie Wirth, Genevieve Healy, and Katie Snell?

**Interpretative-level Questions: The Team and Individual Legacies**

To respond to most of the following questions, students can apply the Reading/Writing Strategy #3 to words and phrases mentioned: What does it say? What does it mean? Why does it matter?

1. Why might identity be an issue for Indian people today or for the players on the Fort Shaw Indian Girls Basketball Team?
2. Why might Emma have listed herself as "white" on her marriage certificate? What are some connotations of the word "white" as Emma might have used it or as you might use it today?
3. Why weren't the stories of the basketball team carried on in their communities?
4. What is their legacy? How is it also the legacy of their descendants? Define the connotative and denotative meaning of "legacy." How does this word choice affect your understanding of the story in *Playing for the World*? How does it affect meaning and tone?
5. Identify highly connotative words, other than "world" used by the speakers or the narrators, such as white, squaw, trade off, authentic, "Model Indian School," Victorian. What is the impact of these words choices by the speakers or by those they quote on meaning and tone?

**Teacher Tip:** *"Princess or Squaw"*
White male ethnographers originally defined and described Indian women according to their European cultural beliefs about the inferior roles of women. The ethnographers were no doubt influenced by early Biblical scholars and philosophers who argued that women were secondary to men since Eve had been created from Adam's rib. Some even suggested that people of color were not descendants of Adam and Eve. "Typically, the Indian woman was either glorified as a *princess*, as in the tale of Pocahontas, or denigrated as a *squaw.* Indian females were most often described as passive, submissive, and inferior. Their work was trivialized as menial and monotonous, and they were considered beasts of burden or the property of savage males"(Bowker 1993, 33-34). The word "squaw," originates from the Algonquin language feminine ending "squa" and refers to the female genitals. Native Americans very strongly disapprove of the use of this word. In detail, Bowker explains the complexity of images of Native American women, arguing that in traditional Native societies and their cosmologies, the woman was "a primary force." She closes her discussion with a quote from Ella Deloria, an early twentieth-century Sioux anthropologist, "Outsiders seeing women keep to themselves have frequently expressed a snap judgment that [Indian women] were regarded as inferior to the noble male. The simple fact is that woman had her own place and man his; they were not the same and neither inferior nor superior. The sharing of work also was according to sex. Both had to work hard, for their life made severe demands." (Bowker 1993, 36)
(*Roots and Branches: a Resource of Native American Literature Themes, Lessons and Bibliographies* by Dorothea M. Susag. Urbana, IL: National Council of Teachers of English, 1998, p. 255)

6. What is the value of each of the speaker's contribution to the DVD and to the story? Determine the point of view and purpose of each and the ways they might distinguish their perspective from others. (Darrell Kipp, Linda Peavy, Ursula Smith, Terry Bender, Kathryn Shanley, Jesse James Hawley, Barbara Boyd Winters, Fred DesRosier, Drucilla Gould, Mark Dryeson, Rosie Stuart, Nora Lukin).

## Segment Five: Interpretative and Evaluative-Level Questions for Discussion, Writing, and Speaking

Students Respond to the DVD *Playing for the World* as a whole
**CCRA.R.1, 2, 3, 4, 6; CCRA.W.1, 2, 4; CCRA.SL.1, 6**

**Teacher Tip**:
The following questions provide opportunities for students to respond to the DVD as a whole. Any will serve as writing prompts that you or your students can convert to Reading/Writing Strategy #7 – R.A.F.T.S. prompts. Students will respond with claim statements that might result in arguments. Whether students talk about or discuss the questions or prompts, they will cite strong and thorough textual evidence to support their arguments, opinions or claims.

1. The Fort Shaw girls came from a variety of landscapes and languages, as well as different tribal/cultural backgrounds. What was the most significant aspect of their experience that made them successful?
2. Who—what audience(s)—do you think the producers of this DVD had in mind? (age level, ethnic background or heritage, gender) How do you know?
3. What was the purpose of this DVD? What may the producers have wanted to persuade, inform, or inspire in their viewers? How do you know? Did they achieve that goal or purpose?
4. How did these young women handle the challenges of a changing world? Would this mean they changed themselves?
5. How did playing on the Fort Shaw Indian Girls Basketball Team impact each of them and their families, and later their children, at home?
6. At the beginning of the film, the narrator talks about the skills and values young women learned from their Shoshone grandparents. How were those skills and values either reinforced or contradicted in the school at Fort Shaw?
7. Having watched *Playing for the World*, how might you now define the highly connotative term "world"? What is included in this word and what is excluded? Why? What does this word choice evoke in terms of time and place? Is the title appropriate for the story as portrayed in the documentary?
8. Consider what's missing in the DVD. Who don't you see and whose voices and stories don't you hear? Why? How might the story change if those people or voices were there? What would you include or exclude if you were the producer?
9. Is there a pattern in the girls' stories of how they came to Fort Shaw Boarding School? If so, what is it?

## Segment Six: Extended Learning focused on Special Features

Students View and Respond to *Playing for the World* Special Features
**CCRA.R.1, 2, 3, 4, 6; CCRA.W.1, 2, 4; CCRA.SL.1, 4, 5, 6**

**Photo Album**—This special feature includes photographs of the DVD's producers, the director, the actors and the ball players as the DVD was filmed, as well as photographs of the DVD's screening at the Great Falls History Museum, February 12, 2009. 9:04 minutes

**Behind the Scenes**—Alison Perkins, Co-Producer with John Twiggs, talks about the inclusion of the Arlee children playing a traditional game at the beginning of the DVD and the support of Montana people who volunteered to play the audience members. Christine Trottier, who played Emma, talks about how it felt to wear the wool basketball outfits and how she felt while they were filming. Alison Perkins says, "the most challenging parts were the basketball recreations," and "it all happened because everyone contributed at such a high level." Produced by Kim Cosgrove, 8:28 minutes

**High School Students Connect to the Story**— In 1998 three students of Dorothea Susag from Simms High School worked with Linda Peavy and Ursula Smith to begin the research. They contacted descendants, collected information that they shared with Peavy and Smith, became friends with descendants, wrote essays, and helped organize the Heritage Fair at Simms High School where the descendants gathered to celebrate the resurrection of the story. The girls and their teacher talk about the experience and what it meant to them. Produced by Kim Cosgrove, 6:21 minutes

**Descendants at Premier and the Trophy**— Descendants gather at the Great Falls History Museum before the premier on February 12, 2009. Stefanie and Nicole Weber, descendants of Nettie Wirth, talk about the unbelievable accomplishment of the Fort Shaw Team. Sandy and Jean Lodge, Gen Healy's descendants, express their gratitude for the opportunity to meet all "these people" and to connect with more family. Triston Minnie Gould, shares her emotional reaction to the night and to the memory of her great-great grandmother. Gary Schildt, descendant of Belle Johnson, talks about the importance of honoring and recognizing the team and descendants. Myra Knopfle, another descendant of Belle Johnson, tells about her desire to share the trophy at this event. Myra remembers playing "spin the bottle" with the trophy at "Grandma's" because it wasn't "really valued." Jim Dawson, a Flora Lucero descendant, says that he never thought the story would be told because Flora never talked about it until Peavy and Smith came to write the *book Full Court Quest*. Winona Weber, Nettie Wirth descendant, talks about the invisibility of American Indian women. She says that "women's sports in tribal life were as important as men's sports." 4:20 minutes

**Writing/Speaking Assignment:** Following students' written responses to any of the following questions regarding the trailers, they will present their oral responses and supporting evidence in a format appropriate to audience and task. They might also use clips from the DVD to support their conclusions.

1. What Disturbed, Interested, Confused, or Enlightened you as you watched them?
2. How did the trailers affect your understanding of the Fort Shaw Indian Girls and their accomplishment? Complete the following sentence: "When I finished watching the trailers to *Playing for the World*, I realized that . . . . . ."
3. Few of the girls' families in 1902-1904 ever watched them play. But according to the DVD, the team played for "the world." Having viewed the film and the trailers, what does that mean to you now? What is the impact of language choice—the world—on the viewers' understanding of boarding schools or of the girls and their achievements?

## Segment Seven: Extending the Learning Experience

**A. Options for Making Connections to Self** **CRA.R.1, 2, 3, 4, 6, 7; CCRA.W.1, 2, 4, 9; CCRA.SL.1, 4, 5, 6**

**Teacher Tip:**
The following questions or prompts provide opportunities for students to connect their experience with what they have seen and discussed in this unit. Any will serve as writing prompts that you or your students can convert to Reading/Writing Strategy #7 – R.A.F.T.S. prompts. Whether students talk about or discuss the questions or prompts, they will cite strong and thorough textual or personal evidence to support their opinions or claims.

Write in response to one or more of the following prompts:

1. What Disturbed, Interested, Confused or Enlightened you as you watched the DVD and participated in the questions and writing activities? What has changed and what has stayed the same for you? Why? Reading/Writing Strategy #6
2. Before watching the DVD, you wrote or discussed the purpose of school for children in America today. How is the purpose of your schooling today similar or different from the boarding school?

3. Having watched the DVD's (*Montana Mosaic* and *Playing for the World*) and having participated in the writing and discussion activities, how have your beliefs, your knowledge, your understandings of yourself and others changed or stayed the same? Why? Reading/Writing Strategy #6
4. This is the story of survival against unbelievable challenges. What do you think they all took back to their homes and reservations that may have lasted the rest of their lives? What can you learn from them?
5. After viewing this DVD and after considering your own life and the expectations of those around you, what do you think success looks like? Who decides?
6. Where do you see or experience racism? How do you respond? Reading/Writing Strategy #4
7. Reading/Writing Strategy #7 – R.A.F.T.S. prompt: Of all the speakers or persons (past or present) featured in the DVD, whom do you admire the most? Write a letter to that person and tell him/her how you feel and why. Explain how their story impacted you, contributed to your understanding of history and American Indians, or changed the way you viewed yourself and others who differ from you. The writing must be clear, well organized, honest and appropriate for the audience to whom you write.
8. In Chapter 6, what was the girls' conflict when the team learned of the boy's death? How would you have responded to the same situation? Reading/Writing Strategy #5

**B. Options for Reading and Writing Arguments** **CCRA.R.1, 8; CCRA.W.1, 4; CCRA.SL.1, 2, 4, 5, 6**

**Teacher Tip**:
The questions or prompts under Arguments or Informational Writing or Narrative Writing provide opportunities for students to extend their reading and writing—and speaking/listening--experience to meet the Montana Common Core Standards for Literacy. However, they are just that—suggestions and possible models for other units and texts. Any reading/writing suggestions may convert to Reading/Writing Strategy #7 – R.A.F.T.S. prompts. Any of the prompts in "Options" B, C, and D may convert to speaking activities. Students will cite strong and thorough textual evidence to support their opinions or claims.

Several of the following suggestions make use of the same resources with a different emphasis or purpose, and recommendations for approaches to reading/writing may be applied to other resources as well.

1. Read the following essays about young adult novels regarding boarding school. Each essay deals with authors' methods for using or altering history.
   - "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" in *Rethinking Schools Magazine* Volume 13, No.4 – Summer 1999. http://www.rethinkingschools.org/archive/13_04/review.shtml
   - "Critical Review of Shoot, Minnie, Shoot" (October 2005) regarding a young-adult novel by Happy Jack Feder about the 1904 Fort Shaw Indian Boarding School Girls Basketball Team. The review is located on the Humanities Montana website: http://www.humanitiesmontana.org/resources/Shoot_Minnie_Shoot_Discussion Questions.pdf

     a. Trace the arguments, claims, and evidence in each, determining if evidence is valid or credible. Do either of the reviews recognize counter claims? How?
     b. Reading/Writing Strategy #7 – R.A.F.T.S. Write a Letter to the Editor of one to the magazines or websites in response to your reading the review. Recognizing an opposing claim, agree or disagree with the author's position, and support your argument (opinion) with claims supported by credible evidence.

2. Read the following and determine the thesis or major claim in each article or review. Identify specific reasons or evidence where the texts disagree on matters of fact or interpretation.

- Feder, Happy Jack. "Author responds to pan of book on Indian girls' hoops." http://helenair.com/news/opinion/author-responds-to-pan-of-book-on-indian-girls-hoops/article_40603924-7be5-5005-8461-61b4bfe259b4.html
- "Indian hoop stars charmed Montana." 10/10/04. http://helenair.com/lifestyles/indian-hoop-stars-charmed-montana/article_61e63805-7cd3-5dfc-9db8-e105d38de55a.html
- Jetty, Mike, Dorothea Susag, Kathryn Shanley, and descendants. 10/05. "Critical Review of 'Shoot, Minnie, Shoot'" by Happy Jack Feder. http://www.humanitiesmontana.org/resources/Shoot_Minnie_Shoot_DiscussionQuestions.pdf

3. Read the "Education of Native Americans" http://historymatters.gmu.edu/d/4929/, a paper read by Carlisle founder Capt. Richard H. Pratt at an 1892 convention, one year after the founding of the Fort Shaw Industrial Boarding School in Montana. Respond to the following questions and the writing prompt.
   - How might this speech be regarded as a seminal U.S.document?
   - How might Pratt's opinion have impacted the Fort Shaw School at the time?
   - Reading/Writing Strategy #7 – R.A.F.T.S. Imagine you are speaking at the same convention for the same audience. Using evidence from what you have read, viewed, and discussed in this unit, write a speech that you will present to the class, entitled "Education of Native Americans." You will create an argument, taking into consideration the claims Pratt makes.

4. Read any of the articles or essays listed below and choose from Activities A-D:
   - DiMeo, Nate. 8/21/08. "Olympic-Sized Racism: Remembering the 1904 games, where Indians, Pygmies, and other 'Savages' faced off in the interest of science." Slate. The Slate Group, a Division of the Washington Post Company. http://www.slate.com/articles/sports/fivering_circus/2008/08/olympicsized_racism.html
   - ICTM Staff. 8/3/12. http://indiancountrytodaymedianetwork.com/article/remembering-the-1904-savages-olympics-127127
   - Pratt, Capt. Richard H. "Kill the Indian, and Save the Man": Capt. Richard H. Pratt on the Education of Native Americans." 1892. http://historymatters.gmu.edu/d/4929/ a paper read by Carlisle founder Capt. Richard H. Pratt at an 1892 convention, one year after the founding of the Fort Shaw Industrial Boarding School in Montana.
   - "This Day in History February 8, 1887, Cleveland signs Devastating Dawes Act into law" http://www.history.com/this-day-in-history/cleveland-signs-devastating-dawes-act-into-law
   - White, John. "Basketball was Born Here." 10/31/09 http://www.spfldcol.edu/homepage/dept.nsf/FD7E83A2241ACCEA852576A80056FC1F/$File/PERSPECTIVEWhite_oct09.pdf . Perspective. Springfield College (Massachusetts), reprinted with permission from YMCA Professionals.
   - Franklin, Benjamin. (1784) "Remarks Concerning the Savages of North America." http://dangerousintersection.org/2006/04/30/benjamin-franklins-essay-about-native-americans/
   - Salazar, Ken. 10/22/12. Speech in Sacramento, CA to the National Congress of American Indians. " A Moral Imperative: Building a Strong Foundation for a Prosperous Future for American Indians and Alaska Natives." U.S. Department of Education website: http://www.doi.gov/news/speeches/A-Moral-Imperative-Building-a-Strong-Foundation-for-a-Prosperous-Future-for-American-Indians-and-Alaska-Natives.cfm

   A. Identify where evidence is sound/unsound, relevant/irrelevant, or fallacious.
   B. Identify the purpose for writing and point of view and ways authors distinguish their points of view from others.
   C. In a selected essay, ask the following questions: What does the text say? What inferences regarding American Indians, their past and future, may readers draw from the text?

D. Reading/Writing Strategy #7 – R.A.F.T.S. Write a letter in response to one of the articles. Make a credible argument with claims supported by reasons and evidence about what you have learned from your readings and discussions following your viewing of *Playing for the World*.

**C. Options for Reading Texts and for Writing Informational Essays** **CCRA.R.1, 4, 6, 7, 9; CCRA.W.2, 4, 8, 9; CCRA.SL.4, 5, 6**

*Playing for the World* makes several claims in the "text," but the most important claims regard the positive impact of the 1904 World Basketball Championship on the following:

- The education of Indian children
- The future of athletics in Indian communities
- The self-esteems of the ball players
- The catapulting of these Indian women on the world stage.

1. List claim(s), subtle or overt, and supporting evidence made in the DVD, about the impact on families and communities left behind. Trace and evaluate the claims and supporting evidence made, about the impact on families and communities left behind.

2. Using additional resources identified in this unit, and what you've learned from *Playing for the World*, list the conflicts for children at boarding school. For example:
   - Skills and values of their Native communities vs. skills and values of the Euro-American or boarding school culture
   - Sounds of nature surrounding them as they lived and learned vs. sounds of bells and shouted orders at the boarding schools
   - Loose and comfortable clothes made from the hides of deer and antelope vs. tight wool garments and hard leather shoes
   - Differences in food
   - Native language(s) vs. only English

   Reading/Writing Strategy #7 – R.A.F.T.S. prompt: How have young people survived or reconciled those conflicts? How might the boarding school stories or experiences of previous generations impact their children or grandchildren? Select one conflict and write an informative explanation for an oral presentation to adults and high school students in your community. Support your claims with evidence from *Playing for the World*, oral histories, and other readings during this unit.

3. Read the following poems in *Birthright--Born to Poetry: A Collection of Montana Indian Poetry at http://www.opi.mt.gov/pdf/IndianEd/Search/Language%20Arts/Secondary_BirthrightPoetry.pdf*:
   - Jennifer Greene Finley's poem, "I Take My Home" (p. 39), about stereotyping and its impact on the speaker
   - Heather Cahoon's poem, "Missions" (p. 16), about mission boarding schools on the Flathead Reservation
   - Lois Red Elk's poem, "A Force They Could Not Control" (p. 84), about the impact of abuse on boarding school students and their descendants

   Select one of the themes that *Playing for the World* and these poems share, such as identity, living between two worlds, circles of life, cultural and personal loss and survival, stereotypes. Complete the following sentence: "When I finished watching the DVD and reading these poems, I believe that _____is the most important or most significant theme, because _____. Support your response with specific evidence from the poems and the DVD.

4. Read excerpts from the following to understand how authors of fiction use or alter history and to determine where the information in each text might agree or conflict with the information in *Playing for the World*. Students might use critical reviews about each of the following if they don't have access to the text.
   - Happy Jack Feder, author of "Shoot, Minnie, Shoot," used some primary documents and a few interviews with descendants to write a young-adult novel about the 1904 Fort Shaw Indian Girls Basketball Team. http://www.humanitiesmontana.org/resources/Shoot_Minnie_Shoot_DiscussionQuestions.pdf
   - Ann Rinaldi, author of *My Heart is on the Ground: The Diary of Nannie Little Rose, a Sioux Girl*, used historical sources to write this novel. Although the novel doesn't purport to be complete non-fiction, you might consider the impact on readers' potential misunderstandings of boarding school and the very real consequences for individuals and tribal communities of the experience. http://www.rethinkingschools.org/archive/13_04/review.shtml

5. Read the essay "World Champions: The 1904 Girls Basketball Team from Fort Shaw Indian Boarding School." *Montana: The Magazine of Western History* at http://montanawomenshistory.org/wp-content/uploads/2013/11/Peavy-Linda-and-Ursula-Smith-World-Champions.pdf. Create a Venn diagram to compare/contrast with *Playing for the World*. What does the DVD include/exclude that appears in the essay? How does the DVD add to or take away from meaning in the essay?

6. Read any of the following and analyze them for their historical and literary significance, paying attention to themes, purposes, and rhetorical features, the language, purposes, and possible impacts on the Indian people in the area of the Fort Shaw Boarding School students and tribes.
   - *The Declaration of Independence* to delineate and evaluate the portions of the text relating to American Indians. What was Jefferson's perspective about Indians? What was his purpose in including these comments? How might those arguments have impacted Federal Indian Policy in the late 1900's? Search the document for references to "savages." http://www.archives.gov/exhibits/charters/declaration_transcript.html
   - "1855 Lame Bull Treaty with the Blackfeet," since the Fort Shaw Industrial School was located in original Blackfeet territory http://digital.library.okstate.edu/kappler/vol2/treaties/bla0736.htm
   - Full text of the "Report of the Commissioner of Indian Affairs to the Secretary of the Interior 1908" http://www.archive.org/stream/usindianaffairs08usdorich/usindianaffairs08usdorich_djvu.txt)
   - "1887 Dawes Severalty Act" on http://academic.udayton.edu/race/02rights/native09.htm For example, the act begins with "Be it enacted. . . ," and the verb "shall" appears throughout the document. What do those words mean in this context? What does the act say and suggest about Indians and schools?

7. Read other middle-school-level essays about boarding school such as the following:
   - 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.
   - Excerpts from Archuleta, M. L., Child, B. J, & Lomawaima, K. T. *Away from Home: American Indian Boarding School Experiences, 1879-2001*. Phoenix: Heard Museum. 2000.

   Trace and evaluate the claims. How do the writings disagree with each other or provide alternate evidence?

8. Reading/Writing Strategy #7 – R.A.F.T.S. prompt: Write an Informative/Explanatory essay or review of the DVD where you identify the perspective of each and support your conclusion of the perspective with at least three comments or images from each to support your claims. Your thesis statement should represent a conclusion that reflects your understanding regarding all three. You might consider these questions: What characteristics do they share? How might one differ from the others? How do the speakers' comments

change or add to your understanding of the 1904 story? Select an audience for your review: readers of *The Missoulian* or any other state newspaper or one of Montana's tribal newspapers.

**D. Options for Reading and Writing Narratives** **CCRA.R.1, 2; CCRA.W.2, 3, 8, 9;**

1. Read the National Public Radio Informative/Narrative essay entitled "A Fight For Her Grandchildren Mirrors A Native Past" by Nathan Rott. http://www.npr.org/2011/10/25/141650809/a-fight-for-her-grandchildren-mirrors-a-native-past. Determine the story's central idea and then examine how the idea is developed throughout the article. Write an objective summary.

2. Read the National Public Radio Argument/Narrative entitled "American Indian Boarding Schools Haunt Many" by Charla Bear: http://www.npr.org/templates/story/story.php?storyId=16516865 Determine the story's central idea(s) and then examine how the idea(s) are developed throughout the article. Write an objective summary. What does the article say explicitly and what might you infer from words and phrases? For example, "The federal government began sending American Indians to off-reservation boarding schools in the 1870s when the United States was still at war with Indians." How does the text exhibit uncertainty about what this means?

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*Playing for the World: The 1904 Fort Shaw Indian Boarding School Girls Basketball Team.* DVD. Missoula, MT: Montana PBS/University of Montana, 2009.

*Taken From My Home: Indian Boarding Schools in Perspective, Told by Teenagers Who Lived Through the Unthinkable*. DVD. Fascinating Learning Factory. 2009, 2010 release.

## Appendix A: Grades 6-12 College and Career Readiness Anchor Standards

This unit addresses the Montana Common Core Literacy Standards. It offers levels of thinking and response to meet the needs of students from a variety of grade levels and abilities. The entire unit, with the standards identified and referenced, provides a model for language and activities that teachers can apply to other resources or texts. However, all activities easily meet a variety of MCCS even though the standard isn't specifically named.

### College and Career Readiness Anchor Standards for Speaking and Listening (CCRA.SL)

**Comprehension and Collaboration**

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### College and Career Readiness Anchor Standards for Reading (CCRA.R)

**Key Ideas and Details**

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text, including works by and about American Indians.

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas, including works by and about American Indians.

CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text by and about American Indians.

**Integration of Knowledge and Ideas**

CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Include texts by and about American Indians.

CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Include texts by and about American Indians.

**Range of Reading and Level of Text Complexity**
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

## College and Career Readiness Anchor Standards for Writing (CCRA.W)

**Text Types and Purposes**
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**
CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Include texts by and about American Indians.
CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

For the sake of space, this document provides **Anchor Standards** (CCRA) without grade-level differentiation. However teachers at each grade level, may access specific descriptions for their students' grade level at the following sites:

**Reading Informational Texts:** http://opi.mt.gov/pdf/CCSSO/MCCS-ELA/Strands/MCCS-Reading-Informational-Standards-K-12-5-11-12.pdf

**Reading Literature:** http://opi.mt.gov/pdf/CCSSO/MCCS-ELA/Strands/MCCS-Reading-Literature-Standards-K-12-5-11-12.pdf

**Writing:** http://opi.mt.gov/pdf/CCSSO/MCCS-ELA/Strands/MCCS-Writing-Standards-K-12-4-26-12.pdf

**Speaking and Listening:** http://opi.mt.gov/pdf/CCSSO/MCCS-ELA/Strands/MCCS-Speaking-Listening-Standards-K-12-5-11-12.pdf

## Appendix B: Essential Understandings Regarding Montana Indians

**Essential Understanding 1**
There is great diversity among the twelve tribal nations of Montana in their languages, cultures, histories and governments. Each nation has a distinct and unique cultural heritage that contributes to modern Montana.

**Essential Understanding 2**
There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

**Essential Understanding 3**
The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the "discovery" of North America.

**Essential Understanding 4**
Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not "given" to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:

I. Both parties to treaties were sovereign powers.
II. Indian tribes had some form of transferable title to the land.
III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.

**Essential Understanding 5**
There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:

Colonization Period 1492 - 1800s
Treaty Period 1789 - 1871
Allotment Period 1887 - 1934 - Allotment and Boarding School Period 1879 -1934
Tribal Reorganization Period 1934 - 1958
Termination and Relocation Period 1953 - 1971
Self-determination 1968 – Present

**Essential Understanding 6**
History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from Indian perspectives frequently conflicts with the stories mainstream historians tell.

**Essential Understanding 7**
Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

## Appendix C: Rubric for Short Informative/Argumentative Essay Response

**CRITERION #1** (check one)

**___3 points** The FIRST SENTENCE provides a clear and engaging one-sentence answer to the question or prompt (claim) that reveals the author's purpose with this essay response.
**___2 points** The FIRST SENTENCE is clear, but it may not incorporate the question in the answer.
___0 **points** The FIRST SENTENCE does not reveal the writer's intent in this essay response.

**CRITERION #2** (check one)

**___10 points** IDEAS AND CONTENT: The examples that the writer presents to explain the reasons behind his/her opinions are developed, specific, clear, with solid evidence from the text. They relate to the writer's intent, as introduced in the first sentence.
**___8 points** IDEAS AND CONTENT: The writer begins to define the topic, even though development is basic or general. The reader is left with questions and more information is needed. Ideas are clear but not detailed.
**___6 points** IDEAS AND CONTENT: The writer has completed the required response, but examples used seem arbitrary or disconnected from any unifying purpose.

**CRITERION #3** (check one)

**___10 points** ORGANIZATION: The order or presentation of information is compelling, and it logically moves the reader through the text.
**___8 points** ORGANIZATION: The writer uses appropriate paragraph breaks but lacks necessary transitions between sentences. The conclusion may not tie up all loose ends.
**___7 points** ORGANIZATION: The writer has completed the required response, but it rambles and adds information without purpose, lacks useful transitions and paragraph breaks.

**CRITERION #4** (check one)

**___5 points** WORD CHOICE: The words are precise and engaging, and the paper maintains a consistent point-of-view with no slang.
**___4 points** WORD CHOICE: The writing relies on generalizations, although at times it might have some specific color and interest.
**___3 points** WORD CHOICE: The words are not specific; point of view shifts from first to second person to third person, and the writer relies on slang.

**CRITERION #5** (check one)

**___2 points** CONVENTIONS: The writer demonstrates a good grasp of standard writing conventions (spelling, punctuation, and grammar, usage)
**___1 points** CONVENTIONS: The writer makes many spelling, punctuation, and grammatical errors.

**Total Points _____/30**

## Appendix D: Online Resources for Supplementary Arguments and Informational/Explanatory Texts


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## Appendix E: Additional Resources related to the Indian boarding school experience


Adams, James Ring. "The Sideshow Olympics: Weirdness and Racism at St. Louis, 1904." *National Museum of the American Indian Magazine.* September 2012. 18-21.

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Bruchac, Joseph and S.D. Nelson, Illus. *Jim Thorpe's Bright Path.* New York: Lee and Low Books, 2004.

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*This DVD, like *Playing for the World,* is also a coming-of-age story featuring Native American young people, their conflicts and challenges, the boarding school situation, and the outstanding skills the young people demonstrated. Significant similarities and differences between the life experiences of the Fort Shaw girls and Jim Thorpe can provide students with more opportunities for reflection, critical thinking, development of media literacy, and serious discussion about the impact on Indians and whites of traditional cultures, Federal Indian Policy, and stereotype and prejudice.

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# Playing for the World

## The 1904 Fort Shaw Indian Boarding School Girls Basketball Team DVD

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