Building Bridges, Building Friendships

Place-Based Approaches to Develop a Successful Cross-Cultural Exchange

Indian Education
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Building Bridges, Building Friendships: Place-Based Approaches to Develop a Successful Cross-Cultural Exchange

Model Cross-Cultural Exchange Project

English Language Arts, Social Studies, Science

Elementary Level with Montana Common Core Anchor Standards

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The 2015 Advocacy Institute Units were created and have been successfully implemented by teachers in Montana public schools.

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Forward

By Valerie Not Afraid

I am thankful for being able to be a part of this program between Livingston Elementary and Pryor Elementary for the past two years. I enjoyed each visit to Livingston Elementary. The staff, the students, their parents, and the building itself were very nice. We were welcomed by all whom we met. The students and I felt special and were treated with great respect. From the Museum visits to the dinner, it was all awesome!

Our visits to Fort Parker were pleasant, adventurous, and life-long learning events. For someone who has never learned about Fort Parker, as our first Agency, it has been a wonderful learning experience! I plan on teaching these lessons to all my students this coming fall. It is to better prepare them for the next visit to Fort Parker, as well as for learning about their history. This program is set up between two schools who are building bridges and building friendships. I am working on teaching the Crow Language words for Building Bridges and Building Friendships for my fellow colleagues at Livingston Elementary. I truly believe that it is a memorable event for our students, as well as for myself. Aho, I plan on bigger and better teaching material this coming school year!

Scope and Sequence

Building Bridges, Building Friendships is a collaboration between fifth and sixth grade Apsáalooke students and teachers of Pryor, Montana, and fifth grade students and teachers of Livingston, Montana. The scope of this project takes a dedicated, cohesive team, and time. The following suggested lesson sequence ensures background information for all.

1. What Does a Scientist Look Like?: Introduces the concept of stereotypes regarding specific occupations.
2. Identifying Stereotypes and Countering Them: This lesson from OPI can be adapted for any grade level with appropriate literature resources. *http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Social%20Studies/3-5/Identify%20Stereotypes%20and%20Counter%20-%20G4.pdf*
3. Bridge Building: This is the first step in building a cross-cultural relationship.
4. Team Building: This is one example of how to build communication, trust, and sustainable friendships.
5. Background Knowledge Building: This is the foundation of building a sense of place of your local area.
6. Fort Parker Cross-Cultural Field Day: This is one example of how to set up stations for a field day.

Outcome for Students and Community:

- Understand similarities among all peoples.
- Understand and embrace differences among peoples.
- Develop accurate images of Native Peoples.
- Understand and appreciate their own culture and history.
- Understand and appreciate the culture and history of others.
- Develop a sense of place and protect and preserve it for future generations.
- Preserve traditional knowledge.
- Maintain a relationship with the environment (we ARE the environment).
- Create a situation where we can love the land, its full history and thereby be responsible for it.

Don't be afraid to make mistakes; we made a lot of them developing this opportunity and program. Each year, we grow. From mistakes and the resulting growth, the program improves each year. Perseverance is the key!

Essential Understandings Regarding Montana Indians

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

Essential Understanding 2
Just as there is great diversity among trbal nations, there is a great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. 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
Though there have been tribal peoples living successfully on the north American lands for millennia, reservations are lands that have been reserved by or for tribes for their exclusive use as permanent homelands. Some where created through treaties, while others were created by statutes and executive orders. The principle that land should be acquired from tribes 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 continue to 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/Colonial Period 1492 – 1800s
- Treaty-Making and Removal Period 1778 - 1871
- Reservation Period - Allotment and Assimilation 1887 - 1934
- Tribal Reorganization Period 1934 - 1953
- Termination and Relocation Period 1953 - 1968
- Self-determination Period 1975 – 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 an Indian perspectives frequently conflicts with the stories mainstream historians tell.

Essential Understanding 7

American Indian tribal nations are inherent sovereign nations and they possess sovereign powers, separate and independent from the federal and state governments. However, under the American Legal system, the extent and breadth of self-governing powers are not the same for each tribe.

Lesson #1: What Does a Scientist Look Like?

Adapted from Science Inquiry Learning in the Classroom grant 2009
Lesson Topic: What Does a Scientist Look Like?
Grade Level: 5th (Adaptable)
Length of Lesson: 60 minutes

Stage 1 – Desired Results

Understandings/goals:

- A stereotype is an idea about a group of people that is untrue or only partly true.
- There are many different types of scientists.
- There is a lot of diversity among scientists both in how they look and what they do.
- Scientists can be any ethnicity, age, or gender.
- Stereotyping can be both positive and negative.
- Develop an accurate image of a scientist.

Essential Questions:

- How can an idea about a group of people be untrue or only partly true?
- What does a scientist look like?
- What does a scientist do at work?

Student objectives/outcomes:

- Students will understand that scientists are stereotyped and that those stereotypes are untrue or only partly true.
- Students will demonstrate that there are many different types of scientists.
- Students will recognize scientific jobs in their community.
- Students will understand that a scientist can be any ethnicity, age, or gender.
- Students will recognize that stereotyping can be both positive and negative.

Stage 2 – Assessment Evidence

Performance Tasks:

1. Students will draw their initial perception of how a scientist looks.
2. Students will discuss stereotypes and positive and negative perceptions.
3. Students will list scientific jobs in their community and around the world.
4. Students will research an actual scientist's job description, location, and photograph.
5. Students will present their research to their classmates in order to broaden the lens of each student's view. Students receive additional accolades if they present a Native American scientist and/or a scientist from their own state.
6. Students redraw their compiled perception of how a scientist looks.

Other Evidence:

A shift in thinking will be present between the first draw of the scientist and the redraw of the scientist.

The first draw typically includes the "mad scientist" who is characterized by a white lab coat, glasses, Einstein hair, being male, and usually an elder Caucasian. The "mad scientist" is usually in a lab setting.

The redraw includes many different settings and scientists of varying genders, ethnicities, ages, and will often resemble themselves.

Stage 3 – Learning Plan

Instructional Procedures/Learning Activities:

- Ask students to draw what they think a scientist looks like.
- Discuss similarities and differences of their images. Stereotypes and positive and negative perceptions.
- Watch video.
- Discuss scientific jobs in the community and world. Google "careers in science" to find listings of scientific jobs and display in the classroom.
- Present rubric.
- Students research scientist based on rubric. Note: Search by scientific job title.
- Students present to class.
- Ask students to redraw what they think a scientist looks like.
- Compare first drawings to redraws. Discuss changes.
- Ask students how their ideas about scientists changed over the lesson and why.

Resources:
http://lookslikescience.tumblr.com/
Web access/printer and/or resource section of library

What Does a Scientist Look Like?

Due Date: _____

Picture of scientist is included (**5 points**)

Score: _____

Summary of Scientist is included and in student's own words (**10 points**)

Scientist's name (2)

Scientist's place of residence (2)

Where the scientist works (2)

What the scientist does at work (4)

Score: _____

Student presents picture and summary to class on due date unless absent **(15 points)**

Score: _____

Total Score: _____

Total Possible Points: 30

Bonus Opportunity!

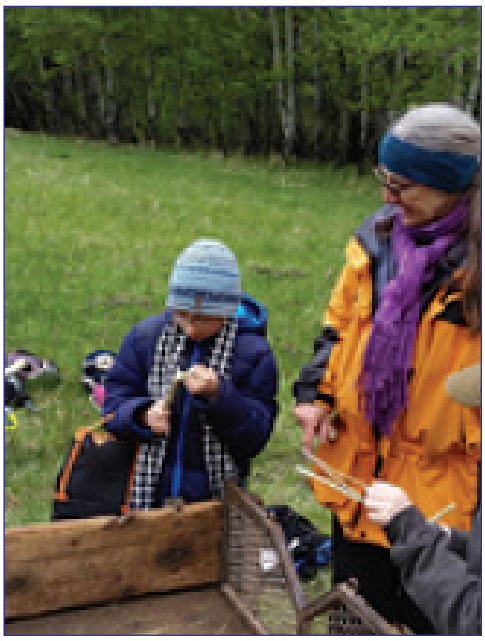
Scientist found represents a Native American tribe: +2

Scientist found works in Montana: +1

(Student may receive bonus points for either or both bonus opportunities.)

Lesson #2: Identifying Stereotypes and Countering Them

OPI Indian Education Teacher Lesson Plans and Resources:
Identifying Stereotypes and Countering Them Model Lesson Plan:
http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Social%20Studies/3-5/Identify%20Stereotypes%20and%20Counter%20-%20G4.pdf



Lesson Topic: What are various kinds of stereotypes and how can students better understand themselves and others

Grade Level: 3-5 (Adaptable)

Length of Lesson: 30-120 minutes

Stage 1 – Desired Results

Understandings/goals:

- Recognize and cite examples of stereotypes in school, community life, and literature.
- Recognize the presence and the effects of bias and stereotypes.
- Cite examples of cross-cultural understanding.

Essential Questions:

- What is stereotyping?
- What is a bias?
- How can a bias for stereotype be identified?
- Is it possible to be unbiased?
- Can a stereotype be positive?
- How do stereotypes affect cross-cultural understanding?

Student objectives/outcomes:

- Students will understand that every person is an individual. Grouping people based on a perceived characteristic is stereotyping.
- Students will discover our own views influence our understanding of others.
- Students will demonstrate that we should respect the diversity of all cultures.

Stage 2 – Assessment Evidence

Performance Tasks:

1. Students will know ways that our own views influence our understanding of others. Students will be able to use online resources to create portraits of present-day Montana American Indians.

2. Students will learn to evaluate website content and recognize online stereotypes.

3. Students will demonstrate accuracy of the information in their reports.

4. Student will evaluate information quality—accuracy, usefulness, fact/fiction.

Stage 3 – Learning Plan

Materials Needed

1. Computers with internet access

2. Reading (follows lesson): Techniques for Evaluating American Indian Web Sites

3. Websites about Native Americans (see web resources that follow lesson)

Learning Activities:

1. Discuss essential questions above with students. Take time to talk about new vocabulary words: stereotypes, bias.

2. Teachers and students read Techniques for Evaluating American Indian Web Sites. As an alternative, the teacher may wish to read aloud/summarize the techniques.

3. Discuss the techniques with students (students could, for example, work with a partner and report out on one technique).

4. Brainstorm with students a list of Montana tribes (review).

5. Explain to students that they will create a written portrait of the life of a present-day member of their selected tribe. Have students use the Web sites provided above and additional sites to locate information about the tribes and create their portraits.

6. Remind students to use the Techniques for Evaluating American Indian Web Sites to verify the reliability of the sites they use and to avoid stereotypes/bias in their reports.

7. Ask students to present their reports to the class. Discuss how the Indians depicted in the portraits differ from the images of Native Americans that students had before writing their reports. This grade 4 topic on examples of stereotypes is pivotal. As fifth graders, students will begin to identify stereotypes of Indian people based on perceived group characteristics, and they will be able to identify the misconceptions. Grade 6 students will explore positive and negative stereotypes and the limitations of such stereotypes. They will learn how these negatively impact individual identity. At each grade level, the new lesson depends on previous learnings.

Teacher Resources:

Caldwell-Wood, N., and L. Mitten. 1992. *"I Is Not for Indian: The Portrayal of Native Americans in Books for Young People."* Multicultural Review, 1.2 (April): 26-33.

Hirschfelder, A. 1982. *American Indian Stereotypes in the World of Children: A Reader and Bibliography.* Metuchen, NJ: Scarecrow Press.

Ferguson, Laura. 2015. *http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/Evaluating%20AI%20Materials%20and%20Resources%20for%20the%20Classroom.pdf.* Helena: Montana Office of Public Instruction.

Montana Tribal Websites and Newspapers:
Blackfeet: *http://blackfeetnation.com/*

Glacier Reporter: *http://www.cutbankpioneerpress.com/glacier_reporter/*

Chippewa Cree Tribe of the Rocky Boy Reservation: *https://www.chippewacree-nsn.gov/*

Crow Tribe: *http://www.crow-nsn.gov/*

Big Horn County News: *http://www.bighorncountynews.com/*

Fort Belknap Indian Community: *http://www.ftbelknap.org/*

Fort Peck Assiniboine and Sioux Tribes: *http://www.fortpecktribes.org/*

Little Shell Chippewa Tribe: *http://www.montanalittleshelltribe.org/*

Northern Cheyenne Tribe: *http://www.cheyennenation.com/*

Confederated Salish & Kootenai Tribes: *http://www.csktribes.org/*

Char-Koosta News: *http://www.charkoosta.com/*

Indian Country Today: *https://indiancountrytoday.com/*

Indian Country News*: http://www.indiancountrynews.com/*

Other Websites:
Montana Office of Public Instruction Indian Education resources: *http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education-for-All*

State of Montana: https://www.visitmt.com/places-to-go/indian-nations.html (this website has general information about each tribal nation: Blackfeet, Crow, Flathead, Fort Peck, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy) One can search each of the tribes for "People, Location, Economy, Points of Interest" with Internet links to each, as well as finding Attractions, Events, Places to Stay, and Additional Visitor Information.

Slapin, Beverly, and Doris Seale (Santee/Cree). 1992. "How to Tell the Difference." OYATE

Note: The world wide web as part of the internet reflects United States culture. One can find almost anything on the web that one can find offline in the "real" world. American Indian peoples live in the real world, and websites by and about Indian peoples live on the web. Just as Indians are sometimes treated fairly in the real world, the web contains several sites that show Indians in respectful ways with accurate information, quality products to sell, and as whole human beings with real lives. Just as Indian peoples are sometimes treated wrongly in the real world, the web also contains sites that use inaccurate and damaging "information," and portray Native peoples as either less or more than human, or as products to be exploited and sold in some fashion. The purpose of this guide is to provide some guidelines useful for evaluating and identifying websites that contain accurate non-biased information and that are not exploitative of American Indians. Note that these guidelines are not all inclusive nor are they foolproof. Website evaluation must also include the knowledge that one already has about

Native peoples and brings to the web. If you don't know if a site is presenting accurate information, find a source that you trust, online or offline, and compare what you find there with what you find in the website.

Being on the web is usually a solitary activity so that often you must rely on your own judgment to discern accurate and respectful web sites about Native peoples. There is no one American Indian culture or people, so what is correct for one tribe or nation is not automatically correct for another tribe or nation. Be careful what you believe to be true. Ask questions.

Evaluation guidelines for websites about American Indian Peoples

1. Is the purpose of the site clear? Does the stated purpose match the actual content? A site that states its purpose in the introduction or the title gives you immediate information about the content. If the site follows its declared intent, a straightforward and coherent relationship exists between the web-builder and the reader. This helps to create the site's credibility. Keep the intent in mind as you read through the site to help identify possible hidden or more obvious agendas. If a site tells you nothing at all about why it exists, closely examine it before accepting the information it presents.

2. Is the content accurate? There are over 500 American Indian tribes in the United States, from different geographical locations, with different histories, cultures, languages, and relationships to each other, and to state and federal governments. Although some tribes may be closely related to each other, there is no Pan-Indian way of doing things. Even related tribes vary in significant ways. Small details pertaining to dress, housing, or other material culture are good clues about evaluating a website. Good sites will acknowledge the complex diversity of American Indians and present accurate information clearly while avoiding simplification.

3. Is the site kept up-to-date, with current links, new material added from time to time, and a creation or revision date? Links that are not "broken," new material that is added to the site on a regular basis, and a revision date that is fairly recent indicates a living site that is nurtured and grows. This is not an indication of the accuracy or non-exploitative nature of a website, but it shows that the page's owner takes pride in working on the site to be usable, current, and a place for the information seeker to return to. URL's change all the time, so an occasional broken link is forgivable, but many broken links shows site neglect, and perhaps for its content too. Some sites do not require updating so these guidelines may not apply to them.

4. Who is the page owner for the site? Is an e-mail address included? A website is a publication. Just as one would want to know about the author of a book, knowing about the author of a website is also useful to determine whether a site is reliable. An e-mail address provides a way to contact the page owner and is an identifier for that person. A page owner who self-identifies acknowledges accountability for a site. This doesn't automatically grant credibility, but it does mean the page owner or site builder stands by the work.

5. Does the site URL give you any information as to the authority and validity of the site? A server that is owned by a tribe usually has web pages about that tribe. For instance, the Oneida Indian Nation web site lives on a server owned by the nation: http://oneida-nation.net/. A web page that is a personal page should be closely examined.

6. If the site claims to represent a tribe or a tribal view, is there information supporting the claim that it is

an "official" or authorized web site for the tribe? Welcoming statements by tribal leaders, links to information about services for tribal members, and claims of the official nature of a site are possible clues, but are not conclusive evidence to identifying a tribe's official site. When in doubt, find out from a reliable source: call, write, or e-mail the tribe and ask. If a site claims to speak for a tribe, check with that tribe to verify the site's authority before believing that it actually does represent tribal consensus.

7. If the site builder self-identifies as Indian, is tribal affiliation identified? Is the word used to identify the tribe accurate? It is very easy for people to misrepresent themselves on the web, and "playing Indian" is unfortunately common. For example, a person who identifies only as "Native American" or "American Indian" leaves much open to question since most Native peoples identify themselves in connection to a particular tribe rather than under general terminology. Tribal identification is often very specific. For example, rather than identifying simply under the "catch-all" name of Sioux, people who are generalized under this tribal affiliation often are more specific about Sioux identity (i.e., Fort Peck Sioux, Oglala Sioux) or self-identify as being Dakota or Lakota.

8. Are the images and icons used on the site accurate and respectful or neutral, or are they inaccurate or disrespectful in other ways? If photographs are used, has permission to use them been given? Images are powerful messengers in any medium. The web has uncountable images of American Indian peoples as buttons, artwork, photographs, backgrounds, horizontal/vertical bars, and more. Many are respectful, but many are not. Examples of disrespectful images are Chief Wahoo and other caricatures, animals dressed up "like Indians," stereotypes of material culture, and photographs of people (especially of children) that are being used without permission.

9. If stories or poetic words are provided, does the site tell you where they come from? Are they appropriate for the general viewing public on the web? The oral traditions of American Indian people are thousands of years old and alive and flourishing today. Stories that are told and songs that are sung are integral elements of Native cultures, having meaning within the context of those cultures, and perhaps meant for only certain people within the culture. Almost everyone likes a story and can learn from it, but there are incorrect versions of tribal stories circulating on the web and in print; also errors in details give inaccurate information about Indian people. A story is an effective teaching tool only if the teacher and the learner both understand how the story applies to the lesson. Some stories should only be told at specific times of the year, or by certain people to a particular audience, or in a particular language. Knowing a story or poem's tribal affiliation is essential to verify authenticity and to determine whether the story is one that should be available to the viewing public. The best way to find out if a site contains work that is both accurate and respectful is to ask members of the tribe being given credit for the work.

10. Is there anything about the content or presentation that makes you feel uncomfortable? If a site is questionable, ask knowledgeable people to evaluate it, notify tribes about sites to find out their opinion, or check reliable print sources and non-print sources (if possible) for verification. Also, tribal committees can be a valuable resource when evaluating web sites. Contact each tribe for more specific information on the committees.

Source:
http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/Evaluating%20AI%20Materials%20and%20Resources%20for%20the%20Classroom.pdf : Textbooks, Literature, DVDs, Videos, and Websites, Office of Public Instruction, 2009.

Lesson #3: Bridge Building

Students that become ambassadors are chosen by their peers. Ambassadors will represent all of the fifth grade students, and each develops a personal relationship with a student from Pryor. During a guidance lesson, a questionnaire is given to the students accompanying a discussion about kindness and tolerance for all students. After students have taken the survey, the teachers tabulate the number of times students have been recorded. The top three from each class become the ambassadors for the school. Each is paired with a student from Pryor, giving each Pryor student an ambassador/pen pal. Ambassadors are responsible for writing a letter to their pen pal and introducing themselves.

Survey

Your Name: _____

Directions: List as many people in THIS CLASSROOM who you think fit the description or question. This is confidential information. Please do not nominate yourself.

If you were new to this school, who do you think would befriend you?

Who in your classroom is willing to work with anyone and always makes them feel welcome?

Who have you witnessed always being kind to everyone?

Who is always good about including anyone on the playground?

When you look around the lunchroom, who is always inviting and kind at lunchtime?

All students receive a letter congratulating them on their accomplishment of kindness recognized by their peers. Letters are sent home to parents of the identified ambassadors explaining the responsibilities and commitments.

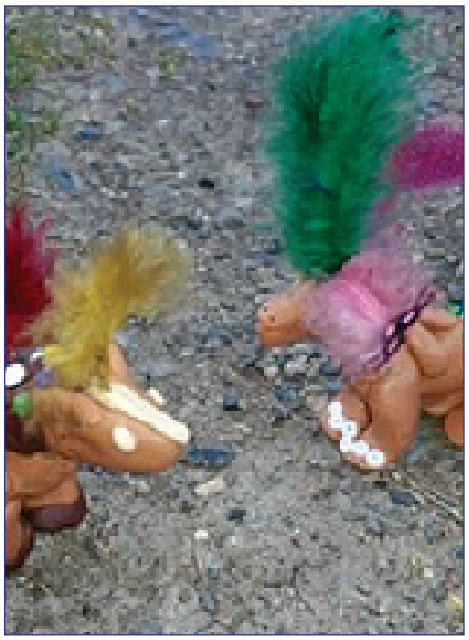
To parent with student identified as ambassadors:

Month Day, Year

Dear Parent/Guardian,

Congratulations! Your student has been nominated by his/her peers as being socially responsible. He/she was named on a secret ballot as showing unbiased kindness and tolerance for all students. As we study past human conditions and treatments in social studies, the display of this kindness is the highest realization of these humanitarian concepts. Congratulations on your student's wonderful accomplishment! In addition, top nominated names were placed into a hat for a democratic drawing for an opportunity to be a cultural ambassador to a Pryor, Montana student. Your student's name has been chosen, and he/she has expressed interest in this responsibility. This responsibility comes with a few commitments. Ambassadors (3 per class) will be responsible for writing two letters to an Apsáalooke Pryor student on behalf of our fifth-graders. Ambassadors will meet their Pryor pen-pal in the afternoon of May 15th at the Yellowstone Gateway Museum for

ice breakers and a native plant lesson. That evening, ambassadors will introduce their pen-pal to classmates for a cultural dinner exchange. This dinner will be followed by a speaker series, "Fort Parker: The First Crow Agency," sponsored by the Yellowstone Gateway Museum/East Side School Partnership. Finally, on May 16th, East Side and Pryor students will come together again at a historical crossroads of culture, Fort Parker, for a multicultural, place-based field day. Details for each activity will become available as we close in on these dates.



It is important that students who take responsibility in this honor are able to complete all the necessary tasks. Please take some time to discuss this with your student in detail. After deciding what is in the best interest of the student and family, sign the permission slip below to finalize the acceptance or decline of this responsibility. Thank you for all of your time and energy. Once again, congratulations!

Warmest Regards,

5th Grade Team

_____

____ We accept the responsibility of an ambassador role.

____ We decline the responsibility of an ambassador role.

Student _____ Date _____

Parent/Guardian _____ Date _____

The ambassadors, a teacher, and the principal travel to Pryor for the first meet and greet. Once at the Pryor community, they exchange pen pal letters. This is the first time students from the two places come together. They have a Crow language lesson that is determined by the students and teacher at Pryor. Everybody travels together to Chief Plenty Coups State Park for lunch, a tour of the visitor's center, an activity called "Survive with Your Tribe," and a tour of Chief Plenty Coups' house.

Several weeks later, the visit is reversed. Pryor students travel to Livingston. On the way there, they stop in Columbus and have an opportunity to visit The Second Crow Agency through The Museum of the Beartooths. Ambassadors host their Pryor pen pals at The Yellowstone Gateway Museum for a team building lesson. This lesson is on the following page.

Lesson #4: Team Building

Lesson Topic: Team Building

Grade Level: 5th

Length of Lesson: 45 minutes

Stage 1 – Desired Results
Understandings/goals:

- Although students are arriving at the task with different experiences and cultural backgrounds, they can communicate and work collaboratively with one another.
- Each student, no matter his/her background, is an individual and can find commonalities with another person.

Essential Question:

- How can students communicate and collaborate effectively to reach a shared goal?

Student objectives/outcomes:

- Students will communicate across cultures to build a structure/model.
- Students will ask questions.
- Students will observe and verbalize details of structure.
- Students will work collaboratively to achieve a goal.

Stage 2 – Assessment Evidence
Performance Tasks:

1. Students will assign tasks within their own team.
2. Students will work together to build a structure through detailed communication.

Stage 3 – Learning Plan
Instructional Procedures/Learning Activities:

- Explain the activity. Each team of students is three to four members. They will work together to build a structure. The structure is in one room in which only a part of the team may have access. They must explain to the remaining members how to build the structure. The structure will be built in a second room. Neither group can see the other's structure. They must meet in a neutral location such as a hallway. They can meet as many times as they want to and ask clarifying questions. Instructor sets a time limit for overall building of the structure. The goal is to have the second structure be as close of a replica to the first structure as possible. Progression of the structure is important as well as fine-tuned detail. Instructor may offer a prize with judges if desired.
- To close, discuss difficulties, joyful events, and allow comments. The purpose of the activity is to bring the students together and get them to talk joyfully without pressure of subject matter. Discuss any symbolism within the structure. The structures can be built in any way. Our team member built the

structures in the form of a tipi on a Styrofoam board with Crow colors. She also included a pipe cleaner horse to honor the horse's connection to both cultures. She included the American flag to recognize that we are living within the same nation's borders. The structure can be seen more clearly on the video, Building Bridges, Building Friendships.

That evening, ambassadors introduce their pen pals to all fifth grade classmates during a cultural exchange dinner of buffalo Tanka dogs at East Side School. Following dinner, students have a special presentation to learn about the up-coming field day at Fort Parker. Livingston school host Pryor guests for the night in local accommodations to extend the visit into a two day visit.

Lesson #5: Background Knowledge Building

Each Fort Parker station lesson plan has resources included within it that are used by classroom and specialist teachers to build background knowledge. Background knowledge will depend upon resources and location of the event for each area and school partnerships. Background knowledge provides an important foundation for students in order for the field day to be meaningful and successful.

Lesson #6: Fort Parker Cross-Cultural Field Day

This unit is a full day, outdoor, place-based educational experience. It consists of an introduction ceremony and six stations. The impetus of this experience is to rekindle an honored relationship with the people of the past and the land they inhabited and to forge a new relationship with their descendants. To reclaim knowledge of "the right place" is to gain a new/old sense of our very existence and to wonder at the history of our intimate bond.

This is one example of a schedule for a field day of this scope. The schedule and lesson plans follow.

Fort Parker Schedule

8:40 a.m.	Board Bus @ East Side
9:00-9:15	**Opening and Welcome**
9:15-9:30	Walk to Ranch
9:30-10:05	30 Minute Station + 5 Minute Pass
10:05-10:40	30 Minute Station + 5 Minute Pass
10:40-11:15	30 Minute Station + 5 Minute Pass
Lunch 11:30-12:00	**@ Ranch**
12:00-12:15	Walk to Fort Parker/Restroom Break

12:15-12:50	30 Minute Station + 5 Minute Pass
12:50-1:25	30 Minute Station + 5 Minute Pass
1:25-2:00	30 Minute Station + 5 Minute Pass
2:30 p.m.	**Closing/Good-byes**

Stations (based on equally divided groupings)

1. Plant Identification
2. Horse
3. Game Equipment
4. History
5. Archaeology
6. Native Games

Groups and Station Rotations:

Wolves – 1, 2, 3, L, 4, 5, 6

Macro invertebrates – 2, 3, 1, L 5, 6, 4

Trout – 3, 1, 2, L, 6, 4, 5

Sky – 4, 5, 6, L, 1, 2, 3

River – 5, 6, 4, L, 2, 3, 1

Mountain – 6, 4, 5, L, 3, 1, 2

#1. Plant Identification Station

Lesson Topic: Edible and Medicinal Uses of Plants
Grade Level: 5th
Length of Lesson: 30 minutes

Stage 1 – Desired Results
Understandings/goals:

- The nutritional and culinary value of wild plants relating to American Indians.
- The practical and spiritual values of important medicinal plants.
- Wild plants are the source of many present day pharmaceuticals.

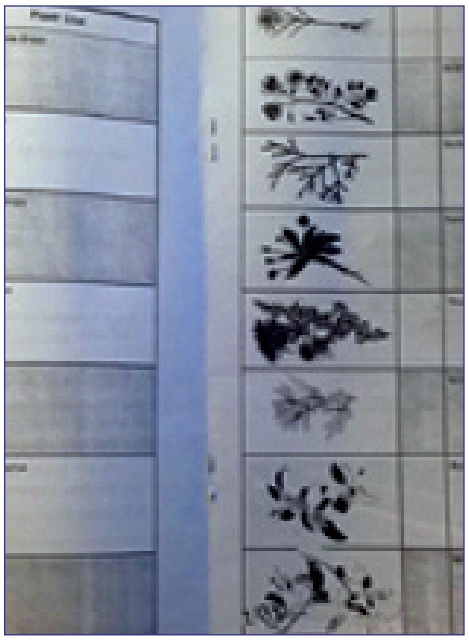
Essential Questions:

- What are the food sources for American Indians?

- Where do these food sources come from?
- What are the uses of various grasses, forbs and trees?

Student objectives/outcomes:

- Students will identify and chart the uses of plants.
- Students will explain the nutritional and medicinal value to the survival of the Plains Indians.
- Students will make a connection between the Plains Indians and their environment.



Stage 2 – Assessment Evidence

Performance Tasks:

- Students will add to the identification journal the uses of all 15 plants.
- Students will have previously identified 15 plants located at Fort Parker.

Stage 3 – Learning Plan

Instructional Procedures/Learning Activities:

- Before field trip, students will watch the OPI *"Long Ago in Montana"* video. The video, DVD guide, and transcript can be found at: *http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education-for-All/Indian-Education-Videos#853099273-social-studies*
- Students will break into small groups to infer and discuss possible uses of the plants previously identified.
- As a whole group individuals will share their inferences.
- An expert will lead discussion and demonstration on American Indian uses of plants.

Resources:

OPI – DVD *"Long Ago In Montana"*

Hart, J. (1996). *Montana Native Plants and Early Peoples. Montana; Montana Historical Society.*

Keoke, E.D., & Porterfield, K.M. (2005). *American Indian Contributions to the World: Food, Farming, and Hunting.* New York; Facts On File.

Snell, A. (2006). *A Taste of Heritage: Crow Indian Recipes and Herbal Medicines.* Lincoln, NE: Bison Books.

Springmeyer, F. (1996). *Willow Bark & Rosehips: An Introduction to Common Edible and Useful Wild Plants of North America.* Montana; Falcon.

Williamson, D. (1995). *The Rocky Mountain Wild Foods Cookbook.* Idaho; CAXTON.

#2. Horse Station
Lesson Topic: Horse Anatomy and History
Grade Level: 5th
Length of Lesson: 30 minutes

Stage 1 – Desired Results
Understandings/goals:

- Recognize benefits that arise from technological advances of introducing the horse to the Plains Indians.
- Label basic anatomy of the horse.
- Relate fractions and proportions to the anatomy of the horse.
- Recognize the horse as an important and integral part of Crow culture.

Essential Questions:

- How did Indians obtain and utilize the horse by the 1700s?
- What was the significance of the "buffalo horse" to the Plains Indian?

Student objectives/outcomes:

- Students will be able to tell a brief history of how the horse helped the Indians through journal drawings and speech.
- Students will be able to identify seven-to-ten parts of the horse anatomy.
- Students will use fractions and proportions to sculpt a mud pony/parade pony.
- Students will be able to explain the historical and present significance of ponies in the Crow culture.

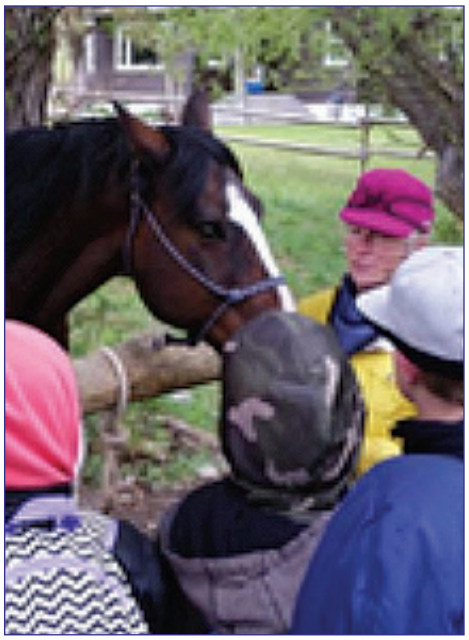
Stage 2 – Assessment Evidence
Performance Tasks:

1. Students complete diagram and translate notes of historical significance into a journal.
2. Students label the basic anatomy of a horse.
3. Students sculpt a mud pony.
4. Students use listening skills to obtain history.
5. Students use beads to transform their mud ponies into parade ponies.

Stage 3 – Learning Plan
Instructional Procedures/Learning Activities:

- Instructor/Expert gives short, oral lesson about horse parts using actual horse as a reference. Students fill out their diagrams simultaneously.
- Instructor/Expert gives oral lesson about Crow Indian history and horse acquisition/use.
- Students are given a piece of clay to start molding.

- Art teacher uses examples, modeling, and fraction instructions to aid students in building a proportionally accurate mud pony.
- Art teacher reads, "Mud Pony" while students mold their pieces.
- Students have an opportunity to transform their mud ponies to parade ponies with small beads and feathers in the classroom at a later time.



Resources:

Medicine Crow, J. (2006). *Counting Coup: Becoming a Crow Chief on the Reservation and Beyond*. Washington D.C.: National Geographic Society.

Real Bird, H. (2010). *Horse Tracks.* Sandpoint, ID: Lost Horse Press.

Lee Cohen, C. (1988). *The Mud Pony*. New York, NY: Scholastic, Inc.

#3. Construction of Game Equipment Station

Lesson Topic: Construction of Traditional Games Equipment
Grade Level: 5th
Length of Lesson: 30 minutes

Stage 1 – Desired Results

Understandings/goals:

- American Indian games involved stories, crafting, history, and play.
- Variations of the games' equipment are related to the seasons, environment, and the tribes.

Essential Questions:

- What natural materials were used to make the equipment needed for the game?
- What survival skills were practiced when these games were played?
- What methods were used to make the equipment?
- Who played the various games?

Student objectives/outcomes:

- Students will identify the natural materials used for Doubleball, Run and Scream, and Guessing Stick Game.
- Students will assemble game equipment needed to play the games.
- Students will explain the importance of the games related to survival.

Stage 2 – Assessment Evidence

Performance Tasks:

1. Students will locate and gather willow branches needed in the making of materials for the games.
2. Students will participate in the construction of game materials.

Stage 3 – Learning Plan

Instructional Procedures/Learning Activities:

- Student will be shown examples of the game implements they are to assemble.
- A discussion of the proper and safe techniques for the harvesting of the willows without making an environmental impact on the species will provide for an awareness of sustained stewardship.
- Students will cut a ½ inch diameter by 3 ½ foot long willow to make both the Run and Scream and Doubleball sticks. The stick will be cut in two; one measuring about 2 ¾ feet for the Doubleball and the left over for the run and scream stick. The Doubleball stick should measure the length of the player/student from hip to end of fingertips when extended above head at 45 degree angle.
- Students will gather 20-30 thin, wispy willow sticks for the Guessing Stick Game.
- Students will peel the bark off the Doubleball stick except for the handle.
- Students will peel the bark of the Run and Scream stick for a decorative effect that pleases the player/student, placing a colored feather tied with a string to identify individuals' sticks.

Resources:

Information obtained from the International Traditional Games Society:
https://www.traditionalnativegames.org/

Culin, S. (1975). *Games of the North American Indians.* New York: Dover.

#4. History Station

Lesson Topic: History/Topography of Livingston's first Crow Agency Grade
Level: 5th
Length of Lesson: 30 minutes

Stage 1 – Desired Results

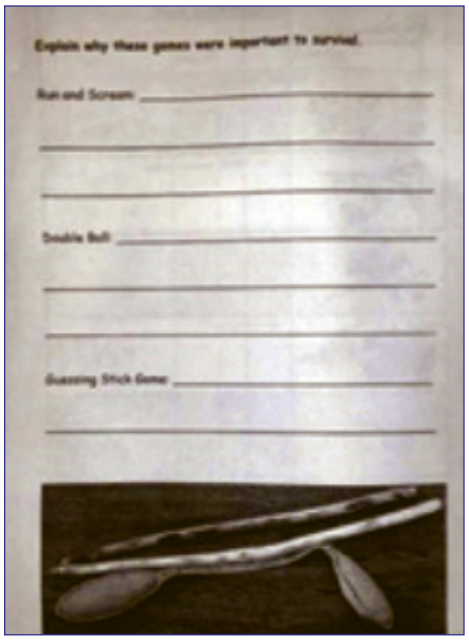
Understandings/goals:

- This was the 1st Crow Agency built in 1869.
- Built there due to high traffic area for all those traveling in this region and trade center.
- Yellowstone River = Elk River, Sheep Mtn. = "Flesher."
- Locate Bozeman trail and Lewis & Clark camp site in 1806.
- Sore Belly's belief of that Crow Country was in exactly the right place.
- Crow leaders of 1871 include Poor Elk, Sits in the Middle of Land, Long Ears, Shows his Face, and Old Onion.

Essential Questions:

- When and why the Crow Agency was started?
- Why the Agency was located in this spot?

- What are the Crow names for some of the local land features?
- What does Sore Belly reveal about the Crow land?


Explain why these games were important to survival.

Run and Scream _____

_____

_____

Double Ball _____

_____

_____

Guessing Stick Game _____

_____

Student objectives/outcomes:

- Students will identify key land features of the area.
- Students will examine the reasons why this location was chosen for the site of the Crow Agency.
- Students will list Crow leaders of this time.
- Students will recognize the attributes that made this country "the right place" for the Crow people.

Stage 2 – Assessment Evidence
Performance Tasks:

1. Read the information boards at the site.
2. Complete a Cloze on Sore Belly's words.
3. Students will respond to written questions.
4. Students will make a "quick sketch" of surrounding area labeling key landmarks.
5. Students will continue an inquiry of the people that once inhabited this region.

Stage 3 – Learning Plan
Instructional Procedures/Learning Activities:

- Students will gather in small groups at information boards at Mission Creek and read about the local areas history.
- While reading and discussing students will be answering written questions on their worksheets and filling in a Cloze on Sore Belly's words.
- Students will make a "quick sketch" of Sheep Mtn. (Flesher), labeling: Elk River, Lewis and Clark Campsite of 1806, and the Bozeman Trail.
- When students finish with the written questions, they will orally discuss their conclusions and new questions they may have after their experience.

Resources:
Hoxie, F.E. (1995). *Parading Through History: The making of the Crow Nation in America 1805-1935.* New York; Cambridge University.
Fort Parker: Native American History Revealed by Jon Swenumson.

#5. Archaeology Station
Lesson Topic: Archaeology
Grade Level: 5th
Length of Lesson: 30 minutes

Stage 1 – Desired Results

Understandings/goals:

- Archaeology is a method for collecting primary data about the lifeways of past cultures.
- Archaeologists are scientists who study past cultures.
- Archaeologists study artifacts in context to learn about past people.
- Evidence found and studied at shelter sites can tell something about how people lived.
- A shelter leaves an identifiable archaeological footprint.
- Stewardship is everyone's responsibility.

Essential Questions:

- How do archaeologists study the past?
- How can investigating shelters help us understand people and cultures?
- How does geography and natural resources influence the choice of Fort Parker's location and construction?
- How can we help protect Fort Parker as an archaeological and historical site?
- How can we help protect artifacts found at Fort Parker?

Student objectives/outcomes:

- Students will conclude that archaeology is a method for collecting primary data about the lifeways of past cultures.
- Students will understand that archaeologists are scientists who study past cultures.
- Students will distinguish that archaeologists study artifacts in context to learn about past people.
- Students will analyze evidence found and studied at the shelter site which tells something about how people lived.
- Students will recognize a shelter leaves an identifiable archaeological footprint.
- Students will conclude that stewardship is everyone's responsibility.

Stage 2 – Assessment Evidence

Performance Tasks:

1. Students will use a Henry Jackson photo to assist them in placing the footprint of Fort Parker site within the landscape.
2. Observe and participate in a discussion of the evidence that a shelter was once there (i.e., natural features, foundation walls).
3. Students will conduct an archaeological survey by walking a grid.
4. Students will flag and record items found within their section of the grid. Items are sketched and labeled in Interactive Field Trip Student booklet.

5. Analyze and distill type of items found within the footprint of Fort Parker.

Stage 3 – Learning Plan
Instructional Procedures/Learning Activities:

- Present students with a copy of the Henry Jackson photograph of Fort Parker.
- Ask students to look at their surroundings and make inferences about the landscape and the location of the Fort.
- Explain the significance of the multi-colored flags and report out sheet.
- Model walking the grid, using the think aloud strategy to demonstrate observation, looking closer at the item, gently picking up the item, examining the item, questioning, and replacing the item in its exact location.
- Survey the whole length of the grid, making a mental note of items to come back for closer examination.
- Students will conduct a closer examination of their section of the grid and place flags where items of interest are observed.
- Students will return to flagged items and record findings as time allows.
- Students will gather as a whole group to analyze and distill findings. Discussion will be directed toward the significance of what the artifacts tell us about the people who used Fort Parker.
- Lead an inquiry into how we can be stewards of Fort Parker and all other archaeological and historical sites.

Resources:
Photograph of Fort Parker, Henry Jackson

Project Archaeology: Investigating Shelter: *http://projectarchaeology.org/*

#6. Native Games Station
Lesson Topic: American Indian Games
Grade Level: 5th
Length of Lesson: 30 minutes

Stage 1 – Desired Results
Understandings/goals:

- The values of the culture can be infused into the games' skill development.
- Honor, respect, and responsibility of a culture can be taught through games.
- Games provide physical and mental skills needed for survival.

Essential Questions:

- What are examples of survival games played by the Plains tribes?
- How do these games relate to survival?
- How are honor, respect, and responsibility reflected in the game?

Student objectives/outcomes:

- Students will demonstrate the skills needed to proficiently play these games.
- Students will be able to describe the rules of the game.
- Students will simulate an authentic Plains Indian game.
- Students will be able to interpret the value of these games for life skills.

Stage 2 – Assessment Evidence

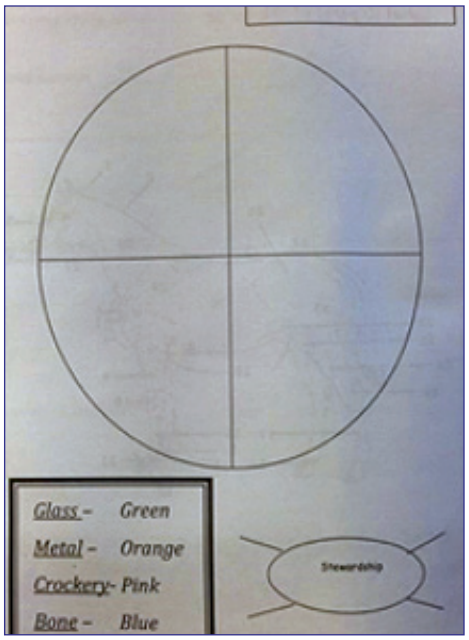
Performance Tasks:

1. Students will learn the rules and procedures for the games. Double Ball, Run and Scream, and Guessing Stick game.
2. Students will participate and show proficiency in these games.

Stage 3 – Learning Plan

Instructional Procedures/Learning Activities:

- Orally, students will be given information on the origin and rules of the games. A script has been provided in the resources section of this lesson.
- Students will infer the intent of these games for individual and tribal survival.
- Teacher will demonstrate skills and procedure of Run and Scream, Guessing Stick Game, and Double Ball.
- Students will break into pairs to play Guessing Stick Game; where the object is to hold bundles of sticks in both hands having the opponent quickly guess the correct amount of sticks in each hand. The one who guesses the nearest is the winner and gains one of the three sticks that are in the middle on a cloth between the players. Winner is determined by being in possession of all the center sticks.
- As a whole group students will play Run and Scream; where the object is to run the farthest while screaming. The player will start running, sucking in a big breath of air, begin screaming, and continue running until out of a screaming breath. At this point the spot is marked with a four inch sharpened stick placed into the ground. Players will try to pass the other marks. Winner has the farthest stick.
- All players are gathered and sorted into two teams to play Double Ball; where the object is to pass a double ball on sticks to your goal outscoring your opponent. A double ball (two weighted balls attached by a chord) is passed to team members with a three to four foot stick. The object is to throw the ball to one's goal scoring a point (like soccer or hockey).



Resources:

Bruchac, J., & James, B. (2000). *Native American Games and Stories.* Fulcrum Publishing.

Culin, S. (1975). *Games of the North American Indians.* New York: Dover.

Peavy, L., & Ursula, S. (2008). *Full-Court Quest: The Girls from Fort Shaw Indian School Basketball Champions of the World.* Norman Publishing Division University of Oklahoma Press.

Information obtained from the International Traditional Games Society: *https://www.traditionalnativegames.org/*

Native Games Station Script

(have group sit in a circle)

I would like to begin with acknowledging and thanking the International Traditional Games Society for the knowledge they have shared with me and so many others. I would also like to apologize and ask for guidance beforehand if I offend or misrepresent any of the information.

James and Joseph Bruchac said, "The idea of team sports appears to have been more common among American Indians peoples than anywhere else in the world. In Native North America, playing games was an important part of everyday life for everyone. Games taught people how to cooperate. Team games were a way of bringing people together and reminding people to include each other in their activities. They strengthened people's bodies and minds. Whether you were male or female, young or old, you could take part in team sports in virtually every Native American tribal nation."

Many games also served a sacred purpose. To play the game well sent a message of thanks to the Creator. Sometimes a game would be dedicated to someone who was ill and played as a prayer to bring health back to that person. It did not matter so much who won or lost as long as everyone played in a good way.

Winning was not the most important thing in a game. The joy of playing, the lessons that we learn from playing together with a good heart, the strength of mind and body and spirit that we gain from playing – those things are always more important than winning.

Guessing Stick game

Have circle count off by threes to break into triads-pass a bundle of sticks to one person in each group of three. The bundle holder will put the bundle behind his/her back and split it into two groups. He/she will then hold each split bundle in front of the other two group members. Those members will guess out loud the amount in the bundle. The bundle holder will pass them to each guesser to count.

Ask –"Why would this be an important survival skill?" (group discusses) – practice estimation to count how many in a herd, how many ripe berries on a tree, how many enemies are approaching to report back to your people (students record in booklet).

Run and Scream

(pass out Run and Scream stick to everyone in circle and explain the game)

One group will take a big breath. On "GO" each runner will run as far as they can in onebreath. He/she will then place a stick where finished.

Ask –"What important survival skill is being practiced?" (group discusses) – Stamina to run and holler at the same time if there is danger or an enemy approaching- being able to get away and report to your people.

Play game and then return to circle.

Doubleball

Doubleball games in which two balls (or sometimes two sticks) are fastened together to be tossed and caught by a stick. In the northern parts of the continent the balls used for the game were made of such things as carved pieces of wood, leather, or other materials wrapped and tied to make balls.

In many places doubleball was a game played by woman and girls, while lacrosse was played by men and boys. Both required teamwork, strategy, good hand and eye coordination, balance, and the endurance to run back and forth on a large playing field. The game emphasizes the inclusion of everyone in the game – not just the strongest and most skilled players. Read from Full-Court Quest page. 5 (record in booklet while reading-stamina-courage – strategy- teamwork).

(pass out sticks – make circle larger – practice tossing ball back and forth – divide into two groups – play game)

Montana Content Standards

Montana Social Studies Content Standards:

Social Studies Content Standard 1 - Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Social Studies Content Standard 3 - Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Social Studies Content Standard 4 - Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Social Studies Content Standard 5 - Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

Social Studies Content Standard 6 - Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Montana Common Core English Language Arts Standards:

College and Career Readiness Anchor Standards for Speaking and Listening:

Comprehension and Collaboration 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.

Montana Health Enhancement Standards:

Health Content Standard 3 - Students apply movement concepts and principles while learning and developing motor skills.

Health Content Standard 6 - Students demonstrate interpersonal communication skills to enhance health.

Health Content Standard 7 - Students demonstrate health-enhancing behaviors.

Montana Science Content Standards:

Science Content Standard 1 - Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations.

Science Content Standard 3 - Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.

Science Content Standard 5 - Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies.

Science Content Standard 6 - Students understand historical developments in science and technology.

Montana Art Content Standards:

Art Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.

Art Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

Art Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

Art Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.