

Indian Education for All Resources Sent to School Libraries

Publications sent to schools the previous school year have been highlighted.

BOOKS - INFORMATIONAL

<i>American Indian Contributions to the World - Buildings, Clothing, and Art</i> , by Emory Dean Keoke and Kay Marie Porterfield. Facts on File, 2005.	All Schools
<i>American Indian Contributions to the World – Food, Farming, and Hunting</i> by Emory Dean Keoke and Kay Marie Porterfield. Facts on File, 2005.	All Schools
<i>American Indian Contributions to the World – Medicine and Health</i> by Emory Dean Keoke and Kay Marie Porterfield. Facts on File, 2005.	All Schools
<i>American Indian Contributions to the World – Science and Technology</i> by Emory Dean Keoke and Kay Marie Porterfield; Facts on File, 2005.	All Schools
<i>American Indian Contributions to the World – Trade, Transportation, and Warfare</i> by Emory Dean Keoke and Kay Marie Porterfield. Facts on File, 2005.	All Schools
<p><u><i>American Indian Music: More Than Just Flutes and Drums A Guide to American Indian Music</i></u> by Scott S. Prinzing, M.Ed. Montana Office of Public Instruction, 2009, 2018.</p> <p>This guide, put together by music educator Scott Prinzing, provides an overview of different genres of contemporary and traditional American Indian music along with Website links for further study. Additionally, a CD of music performed by Montana Native American artists accompanies this guide as a supplementary classroom resource.</p>	All Schools
<p><i>Arrowheads, Spears, and Buffalo Jumps: Prehistoric Hunter-Gatherers of the Great Plains</i> by Lauri Travis and illustrated by Eric Carlson. Mountain Press, 2018.</p> <p>This book introduces readers to archaeology, shedding light on how field scientists find evidence of people who did not build permanent houses and how researchers determine the age of an arrowhead and what it was used to kill.</p>	All Schools
<p><i>A Broken Flute: The Native Experience in Books for Children</i> by Doris Seale and Beverly Slapin, eds. AltaMira Press and Oyate, 2005.</p> <p>This book deals with the issue of cultural accuracy in books for children and evaluates hundreds of books for children and teenagers published from the early 1900s- 2004.</p>	All Schools

<p><u>Directory of Indian Education Programs in Montana</u>. Montana Office of Public Instruction.</p> <p>This directory is a comprehensive collection of contact information and resources related to Indians and Indian education in Montana. It is an excellent resource for teachers, administrators, parents, and community members for Indian Education for All and Indian student achievement.</p>	<p>All Schools</p> <p>This is now updated each year on the website</p>
<p><i>Do All Indians Live in Tipis? Questions and Answers from the National Museum of the American Indian</i>. Collins in Association with the National Museum of the American Indian, Smithsonian Institution, 2007.</p> <p>This book is a collaborative effort between the Smithsonian Institution and the National Museum of the American Indians. It provides brief explanations to correct some commonly held misconceptions about American Indians. It is written in a “student friendly” format and is an excellent curriculum resource for both teachers and students.</p>	<p>All Schools</p>
<p><i>Encyclopedia of American Indian Contributions to the World: 15,000 Years of Inventions and Innovations</i> by Emory Dean Keoke and Kay Marie Porterfield. Facts on File, 2003.</p> <p>This meticulously researched volume is a comprehensive resource to the numerous inventions and innovations made by the indigenous peoples of North, Meso-, and South America. It contains over 450 alphabetically arranged and full cross-referenced entries.</p>	<p>All Schools</p>
<p><u>Essential Understandings Regarding Montana Indians</u>. Montana Office of Public Instruction, 2001, 2010, 2012, 2019</p> <p>The Essential Understandings, created in 2001, are some of the major issues all Montana tribes have in common. This was revised and updated in 2019.</p> <p>A flip book is also available. This is not on the website.</p>	<p>All Schools</p>
<p><u>Evaluating American Indian Materials and Resources for the Classroom</u>, revised and updated by Laura Ferguson, original version compiled by Dr. Murton McCluskey, 1992. Montana Office of Public Instruction, 2015.</p> <p>This publication may be used to assist educators and students in choosing books and instructional materials that provide accurate information about American Indians.</p>	<p>All Schools</p>
<p><u>The Framework: A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All</u> by Dr. Tammy Elser. Montana Office of Public Instruction, 2010, 2020.</p> <p>This document outlines a comprehensive approach to high quality implementation of Indian Education for All (IEFA), from the foundation and rationale, the development of a plan, materials selection, to professional development and instructional integration. It focuses on instructional opportunities presented by IEFA and connects sound theory to practice.</p>	<p>All Schools</p> <p>The original version was sent to district superintendents</p>

<p>History and Foundation of American Indian Education, Stan Juneau with revisions and updates by Walter Fleming and Lance Foster. Montana Office of Public Instruction, 2001, rev. 2012-2013.</p> <p>This publication covers the larger historical trends in federal Indian policy and the subsequent impacts upon Indian education. It is arranged in a general developmental and historical sequence, which is grouped into thematic chapters. Appendix One contains a chronology of important dates in Indian education.</p>	All Schools
<p><i>A History of the Cheyenne People</i>, by Tom Weist. Council for Indian Education, 1977, 2003 Edition.</p> <p>The history of the Cheyenne people for over three centuries up to the late 1970s.</p>	<p>Middle/Junior High Schools</p> <p>High Schools</p>
<p><i>A Kid's Guide to Native American History</i>, by Yvonne Wakim Dennis and Arlene Hirschfelder. Chicago Review Press, 2009.</p> <p>This book features more than 50 tribally specific, hands-on activities, games, and crafts that explore the diversity of Native American cultures and teach children about people, experiences, and events that have shaped our country's history.</p>	Elementary Schools (K-5)
<p><i>Montana Fish, Wildlife and Parks Background Information on Issues of Concern for Montana: Plains Bison Ecology, Management, and Conservation</i> by Stephanie Adams and Arnold Dood. Montana Fish, Wildlife and Parks, 2011.</p> <p>This publication can be used in conjunction with the <i>Fort Peck PlaceNames</i> unit.</p>	High Schools
<p>Montana Indians: Their History and Location. Montana Office of Public Instruction, 2006, 2016.</p> <p>This publication contains information about each Indian reservation located in Montana along with information regarding the Little Shell Tribe and urban Indians. It includes both historical and contemporary information.</p>	All Schools
<p><i>Montana Native Plants & Early Peoples</i> by Jeff Hart. Montana Historical Society, 1996.</p> <p>From alder to yellowbells, 60 native Montana plants are featured in this fascinating and informative guide. Learn how Native Americans and other early inhabitants of the area used these plants for food, medicine, and religious rituals.</p>	High Schools
<p><i>Native America in the Twentieth Century, An Encyclopedia</i>, edited by Mary B. Davis. Garland Publishing, 1996.</p> <p>The emphasis of this book is on Indian peoples today.</p>	All schools

<p><i>A Native American Thought of It: Amazing Inventions and Innovations</i> by Rocky Landon and David MacDonald. Annick Press, 2008.</p> <p>This book includes both historical and contemporary images of American Indian peoples and tribal nations and their respective innovations. Topics include various types of shelters, hunting tools/methods, food, clothing, medicine, and communication.</p>	<p>Elementary Schools</p> <p>Middle/Junior High Schools</p>
<p><i>Native North American Almanac: A Reference Work of Native North Americans in the United States and Canada, Second Edition</i>, edited by Duane Champagne. Gale Group, 2001.</p> <p>Comprehensive volume which provides historical and contemporary information about the Native peoples of North America. It includes a broad range of topics, including history and historical landmarks, health, law and legislation, activism, environment, urbanization, education, economy, languages, arts, literatures, media, and gender relations.</p>	<p>All Schools</p>
<p><i>A Process Guide for Realizing Indian Education for All: Lessons Learned from Lewis & Clark Elementary School</i>, by Phyllis Ngai and Karen Allen. Phyllis Ngai, 2007.</p> <p>This guide presents insights gained from Lewis & Clark (Missoula) Elementary's two-year process of implementing Indian Education for All. Topics include integrating Indian Education as a form of place-based multicultural education, securing school-based commitment and teamwork, partnering with Indian people; intercultural communication – essence of Indian/non-Indian partnerships, and supporting teachers to cross over the tipping point.</p>	<p>All Schools</p>
<p><i>A Taste of Heritage</i> by Alma Hogan Snell. Bison Books, 2006.</p> <p>Drawing on the knowledge and wisdom of countless generations of Crow Indian women, the well-known speaker and teacher Alma Hogan Snell presents an indispensable guide to the traditional lore, culinary uses, and healing properties of native foods.</p>	<p>High Schools</p>

BOOKS - STORY

<p><i>Bowwow Powwow</i> by Brenda J. Child. Minnesota Historical Society Press, 2018.</p> <p>The story is about a young Ojibwe girl who attends a powwow with her uncle and dog. While at the powwow the girl has a fun dream where she imagines dogs as the powwow participants. The book also features text in the Ojibwe language.</p> <p>Language Arts Model Teaching Unit</p>	<p>Elementary Schools (to grade4)</p>
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<p><i>Double! Not Half.</i> by Rodney Gotula. Bookbaby, 2018.</p> <p>This book explores how people of mixed races/cultures are referred to as "half"—a term which fails to take into account the tremendous beauty and sophistication that accompanies those who "walk in two worlds." By emphasizing the positive aspects of being multicultural and bilingual, the book aims to increase the reader's understanding of cultural diversity and the benefits that come with it.</p> <p>Language Arts Model Teaching Unit</p>	<p>Elementary Schools (to grade 4)</p>
<p><i>Elk Morning At The Battle of Arrow Creek</i> as interpreted by A. J. Otjen and Sabrena Half, illustrated by Kevin Red Star. Bakatte, LLC, 2022.</p> <p>This story is based on an actual event that is culturally accurate and specific to Apsáalooke (Crow) history and traditions, and highlights the qualities of honor and courage.</p> <p>Language Arts Model Teaching Unit</p>	<p>Elementary Schools (grades 3-5)</p>
<p><i>Elk Morning Counts His First Coup</i> by A.J. Otjen and Bessie Stopsatpretttyplaces; illustrated by Aalisha Old Bull, Zachery Birdfaraway, and Larry Big Lake. Bakaate, 2021.</p> <p>This book tells the story of Elk Morning completion of four courageous deeds to become a warrior. This story is told from an authentic Crow perspective and is an accurate and historic portrait of the Crow culture and the tradition of counting coup.</p> <p>Language Arts Model Teaching Unit</p>	<p>Elementary Schools (K-5)</p>
<p><i>How a Young Brave Survived</i> told by Adeline Mathias. Salish Kootenai College Press, 1986.</p> <p>This story is about the experience of a Kootenai youth during the 18th century.</p>	<p>Middle/Junior High Schools</p>
<p>Indian Reading Series created in 1972 by the Northwest Regional Educational Laboratory (now Education Northwest) in conjunction with 12 Northwest tribal groups. The tribes/culture committees themselves hold the copyrights.</p> <p>Assiniboine</p> <p><i>How the Morning and Evening Stars Came to Be and Other Assiniboine Indian Stories</i>, cover illustrated by Lisa Ventura. 1978.</p> <p><i>How the Summer Season Came and Other Assiniboine Indian Stories</i>. 1978.</p> <p>Montana Historical Society Press in cooperation with the Fort Peck Assiniboine and Sioux Tribes and Fort Belknap Tribes, 2003</p> <p>Blackfeet</p> <p><i>The Blacktail Dance</i>, 1978.</p> <p><i>A Little Boy's Big Moment</i>, 1977.</p> <p><i>Pat Learns About Wild Peppermint</i>, 1978.</p>	<p>Elementary Schools</p>

by Joan Kennerly, Carmen Marceau, Doris Old Person, June Tatsey, Illustrated by Melvin Tailfeathers

The Lone Pine Tree & Lodge Journey
Napi's Journey

by Carmen Marceau, Doris Old Person, June Tatsey, Patricia Tatsey Bachaun, Illustrated by Melvin Tailfeathers. 1978.

Napi and the Bullberries by Joan Kennerly, Carmen Marceau, Doris Old Person, June Tatsey, Illustrated by Robert Tailfeathers. 1978.

Old Man Napi by Joan Kennerly, Carmen Marceau, Doris Old Person, June Tatsey, Illustrated by M. Cutfinger. 1978.

School & Helpers illustrated by Vernon (Chuck) No Runner (School) and Melvin Tailfeathers (Helpers). 1977.

The Skull Story & Ghost Woman by Carmen Marceau, June Tatsey, Patricia Tatsey Bachaun, Illustrated by Melvin Tailfeathers. 1978.

Warrior People by Carmen Marceau, Doris Old Person, June Tatsey, Patricia Tatsey Bachaun, Illustrated by Mike Swims Under. 1978.

The Wild Buffalo Ride by Joan Kennerly, Carmen Marceau, Doris Old Person, June Tatsey, Illustrated by Peter (Rusty) Tatsey. 1978.

Reprinted by the Montana Office of Public Instruction, 2009.

Crow

Far Out, a Rodeo Horse & End of Summer, cover illustration by Henry Real Bird. 1978.

Grandma Rides in the Parade, cover illustration by Audrey Tomeeta. 1978.

I am a Rock & My Name is POP, cover illustration by Henry Real Bird. 1978.

Santa Claus Comes to the Reservation cover illustration by Henry Real Bird. 1977.

Tepee, Sun and Time written and illustrated by Henry Real Bird. 1978.

Water Story & Birds and People cover illustration by Henry Real Bird. 1978.

Reprinted by the Montana Office of Public Instruction, 2009.

Northern Cheyenne

The Bear Teepee told by Julie Pine and illustrated by Donna Livingston. 1977.

Insects Off to War & The Bob-Tailed Coyote illustrated by Dale Brady. 1977.

Little Ghost Bull & The Story of Firemaker by LeRoy Pine (Little Ghost) and told by Julie Pine (Firemaker) and illustrated by Donna Livingston. 1978.

Philene and Buttons illustration produced from photograph by Susan Stratman. 1977.

Reprinted by the Montana Office of Public Instruction, 2009.

<p>Salish/Kootenai/Pend d' Oreille (culture committees)</p> <p><i>The Buffalo of the Flatheads</i> (Salish), told by Pete Beaverhead, Eneas Pierre, Louise Vanderburg, Agnes Vanderburg, Illustrated by Dwight BilleDeaux. 1981.</p> <p><i>Coyote and the Man Who Sits on Top</i> (Salish), told by Johnny Arlee and illustrated by Tony Sandoval. 1978.</p> <p><i>Coyote and the Mean Mountain Sheep</i> (Salish) told by Johnny Arlee and illustrated by Tony Sandoval. 1978.</p> <p>Reprinted by the Montana Office of Public Instruction, 2009.</p> <p><i>Coyote Stories of the Montana Salish Indians</i>, developed by the Salish Culture Committee, cover illustrated by Tony Sandoval. 1981, 1999.</p> <p><i>How Marten Got His Spots and Other Kootenai Indian Stories</i>, developed by the Kootenai Culture Committee. 2000.</p> <p><i>Mary Quequesah's Love Story: A Pend d'Oreille Indian Tale</i>, told by Pete Beaverhead. 1981, 2000.</p> <p><i>Owl's Eyes and Seeking a Spirit: Kootenai Indian Stories</i>, developed by the Kootenai Culture Committee, cover illustration by Debbie Joseph Finley. 1981, 2000.</p> <p>Salish Kootenai College Press and the Montana Historical Society Press</p> <p>Sioux</p> <p><i>The Turtle Who Went to War and other Sioux Stories</i>; Montana Historical Society Press in cooperation with the Fort Peck Assiniboiné and Sioux Tribes. 1978, 2003.</p>	
<p><i>Powwow Summer: A Family Celebrates the Circle of Life</i> by Marcie Rendon. Minnesota History Society Press, 2013</p> <p>This book follows a family from Minnesota as they travel the powwow trail.</p>	<p>Elementary Schools (to grade 4)</p>
<p><i>Story of Grizzly Bear Looking Up</i>, illustrated by Antoine Sandoval. Npustin Press, 2008.</p> <p>The story of a young Salish boy who survived the 1780's smallpox epidemic and later became a tribal leader.</p>	<p>Elementary Schools</p>

MODEL LESSONS/UNIT PLANS, TEACHING GUIDES, & CURRICULUMS

Cross Curricular

<p><i>100 Years: One Woman's Fight for Justice</i> by Anne des Rosier Grant. Montana Office of Public Instruction, 2017.</p> <p><i>100 Years One woman's fight for justice</i> DVD developed by Fire in the Belly Productions</p> <p>This interdisciplinary unit for English Language Arts, Social Studies, and Media Literacy and is intended for the middle school and high school level. The curriculum unit is based on the award-winning DVD "<i>100 Years: One Woman's Fight for Justice</i>," and it shares the story of Elouise Cobell and her 30-year fight for justice for over 300,000 Native Americans whose mineral-rich lands were grossly mismanaged by the U.S. Government for over a century.</p>	High Schools
<p><i>Bull Trout's Gift, Field Journal, and Explore the River</i> DVD by the Confederated Salish & Kootenai Tribes. 2011.</p> <p>This is a three-part, integrated multimedia curriculum framed by the cultural values of the Salish and Pend d'Oreille people. The parts focus on the bull trout, its habitat needs, and its historic relationship with the Salish, Kootenai, and Pend d'Oreille people, as well as the tribes' restoration and management efforts. This unit supports the integration of Indian Education for All in Montana content standards in science, social studies, and language arts.</p>	Middle/Junior High Schools
<p><i>Connecting Cultures and Classrooms: K-12 Curriculum Guide for Language Arts, Science, and Social Studies</i>, developed by Sandra J. Fox. Montana Office of Public Instruction, 2006.</p> <p>This guide provides background information, ideas for classroom lessons, and native based literature.</p>	All Schools
<p><i>Fort Peck PlaceNames: Building Worldviews Using Traditional Cultures</i>. Montana Office of Public Instruction, 2014.</p> <p>This resource guide and DVD is the story of the Assiniboine and Sioux tribes of the Fort Peck Indian Reservation in Montana. Tribal members share their worldviews, histories, and current issues through the more than two dozen short Native Voice videos embedded throughout the unit providing a primary source perspective on the issues studied in the unit.</p>	High Schools
<p><i>Investigating the First Peoples, The Clovis Child Burial A Curriculum Guide for Grades 8-12</i> by Courtney L. Agenten, Crystal B. Alegria, and Shane Doyle. Project Archaeology and Montana Office of Public Instruction, 2014</p> <p>This curriculum guide includes texts by and about American Indians, supports Common Core State Standards, and integrates the <i>Essential Understandings Regarding Montana Indians</i>. Students will read current news reports, write an Archaeology Discovery Report, and debate the ethics of studying ancient human remains in regard to the Anzick site, one of the oldest human burials in the Americas and the largest assemblage of Clovis artifacts ever found.</p>	High Schools

<p><i>To Be Women And Salish: Four Portraits – Sack Woman, Lorena Burgess, Anges Vanderburg, & Oshanee Kenmille</i> by Jennifer Finley and edited by Sarah Bennett. Npustin, 2013.</p> <p>This book contains brief biographies of four Salish women who lived in a world which rapidly changed, often bringing great loss and suffering. They shared sorrows faced by all women, especially Salish women during the twentieth century (paraphrase from the Foreword, written by Julie Cajune).</p>	High Schools
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Art

<p><i>Crossing Boundaries Through Art: Seals of Montana Tribal Nations</i>, in collaboration with Teresa Heil and Marina Weatherly. Montana Office of Public Instruction, 2015.</p> <p>These units (grades 3-5, 6-8, and 9-12) offer students an opportunity to learn about Montana indigenous people as distinct, sovereign nations while simultaneously studying symbolic art (tribal seals). Students will examine how tribal identity and diversity are expressed through symbols that have their roots in distinct tribal histories, cultures, and geographies. In order to make a personal connection with what they are learning, students will also create original symbols that represent themselves, their class, and their shared “culture” at school. The lesson will culminate in the collaborative creation of a class seal that depicts students’ individual and collective identities and expresses their connections to place, time, and culture.</p>	To appropriate grade level schools
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Health Enhancement

<p><i>Native Games of Montana Tribes</i>. International Traditional Games Society, 2016.</p> <p>This instructional booklet outlines the basic rules, purposes, and specific cultural information for over a dozen games. It contains photographs of traditional game pieces and historical facts about Montana Native American history.</p>	All Schools
<p>Traditional Games Units, developed by The International Traditional Games Society; Montana Office of Public Instruction, 2009, 2011, 2013</p> <p>This contains 11 model lessons aligned with the Montana Health Enhancement Performance and Content Standards and the Essential Understandings regarding Montana Indian and offers activities for kindergarten through Grade 10.</p>	All Schools

Language Arts

<p><u>Model Teaching Unit Language Arts – Secondary Level for American Indian Stories by Zitkala-Sa Gertrude (Simmons) Bonnin</u> by Dorothea Susag. Montana Office of Public Instruction, 2010.</p> <p>This unit is aligned to the Essential Understandings Regarding Montana Indians and Montana Content Standards in reading, writing, literature, speaking/ listening, and social studies. It provides a detailed guide for studying the book, along with teacher tips, assessment tools, and a bibliography.</p> <p>Book also provided (to middle school grades also).</p>	High Schools
<p><i>Arlee Public Schools K-12 Literature Units.</i> Montana Office of Public Instruction, 2008.</p> <p>The literature units, developed by staff from the Arlee Public Schools, provide seventeen K-12 units that are aligned to the Essential Understandings Regarding Montana Indians, the Montana Performance and Content Standards, as well as Dr. James Bank’s Levels of Integration of Multicultural Content. The units focus on books written by Sherman Alexie, James Welch, Joy Harjo, and several other Native authors. Additional resources are provided throughout the project to enhance each unit.</p>	All Schools
<p><u>Model Teaching Unit Language Arts – Grades 4-8 for Larry Loyie’s As Long As the Rivers Flow</u> by Tammy Elser. Montana Office of Public Instruction, 2011.</p> <p>This language arts unit goes with the book that tells the story of Larry Loyie’s final summer with his family before he and his sibling were required to leave for St. Bernard Indian Residential School located in Alberta, Canada.</p>	Elementary Schools Middle/Junior High Schools
<p><u>Model Teaching Unit Language Arts – Grades 5-8 Text-based Inquiry Unit, for Louise Erdrich’s The Birchbark House</u>, developed by Tammy Elser. Montana Office of Public Instruction 2012.</p> <p>This unit is designed to teach the essential understandings about Montana tribes with an emphasis on the Anishinaabe (Chippewa or Ojibwa).</p> <p>Book also provided (4th-8th grades).</p>	Middle/Junior High Schools
<p><u>Birthright: Born to Poetry</u>, compiled by Dorothea Susag. Montana Office of Public Instruction, 2012.</p> <p>This volume of 32 poems written by ten Montana Indian poets are presented with tips for understanding; themes; topics; notes from the poets; discussion, research and writing suggestions; and photos and brief bios of the poets.</p> <p><u>The poets have also been recorded reading their poetry.</u></p>	High Schools

<p><u>Model Teaching Unit Language Arts – Middle School Level for Joseph Bruchac’s Code Talker: A Novel About the Navajo Marines of World War Two</u>, by Justine Jam. Montana Office of Public Instruction, 2010, 2014.</p> <p>This unit is aligned to the Essential Understandings and Montana Content Standards in reading, writing, literature, speaking/listening, and social studies. It provides a detailed guide for studying the book and includes reading, writing, and speaking activities along with teacher tips, assessment tools, and a bibliography.</p> <p>Book also provided.</p>	<p>Middle/Junior High Schools</p>
<p><u>Model Teaching Unit Language Arts – Middle School Level for Joe Medicine Crow’s Counting Coup: Becoming a Crow Chief on the Reservation and Beyond</u> by Megkian Doyle, Dorothea Susag, and Shane Doyle. Montana Office of Public Instruction, 2010, 2014.</p> <p>This unit is aligned to the Essential Understandings and Montana Content Standards in reading, writing, literature, speaking/listening, and social studies. It provides a detailed guide for studying the book and includes reading, writing, and speaking activities along with teacher tips, assessment tools, and a bibliography.</p>	<p>Middle/Junior High Schools</p>
<p><u>Model Teaching Units Language Arts – Elementary Level Volume 1</u>. Montana Office of Public Instruction, 2010; 2013.</p> <p>Includes units for <i>The Little Duck Sikihsis</i> by Beth Cuthand, <i>The Good Luck Cat</i> by Joy Harjo, <i>Jingle Dancer</i> by Cynthia Leitich Smith, <i>The Moccasins</i> by Earl Einarson, and <i>Red Parka Mary</i> by Peter Eyvindson.</p> <p><u>Model Teaching Units Language Arts – Elementary Level Volume II</u>. Montana Office of Public Instruction 2010, 2013.</p> <p>Includes units for <i>Where Did You Get Your Moccasins?</i> by Bernelda Wheeler, <i>The Gift of the Bitterroot</i> as told by Johnny Arlee and Antoine Sandoval, <i>Beaver Steals Fire: A Salish Coyote Story</i> by the Confederated Salish and Kootenai Tribes, and <i>The War Shirt</i> by Bently Spang.</p> <p>These literature units are aligned to the Essential Understandings Regarding Montana Indians and the Montana Content Standards in reading, writing, literature, speaking/listening, and social studies. The units provide detailed guides for studying the books, along with teacher tips, assessment tools, and bibliographies.</p> <p>The 2013 edition provides information regarding alignment with the Montana Common Core Language Arts Standards: English Language Arts in Literacy in history/social studies, science, and technical subjects.</p> <p>Books were provided to all schools grades K-4, except <i>Beaver Steals Fire</i> (one per elementary district) and <i>The War Shirt</i>.</p>	<p>Elementary Schools</p>

<p><u><i>Fools Crow by James Welch Model Teaching Unit English Language Arts Secondary Level with Montana Common Core Standards</i></u> by Dorothea Susag. Montana Office of Public Instruction, 2010, 2014.</p> <p>This literature unit is aligned to the Essential Understandings Regarding Montana Indians and the Montana Content Standards in reading, writing, literature, speaking/listening, and social studies. The units provide detailed guides for studying the books, along with teacher tips, assessment tools, and bibliographies.</p> <p>Book also provided.</p>	High Schools
<p><i>It's Like My Heart Pounding: Imaginative Writing for American Indian Students</i> by Mick Fedullo. Mick Fedullo, 2013.</p> <p>This book provides lessons for writing poetry using examples by Native American poets. Each lesson addresses a different expressive language technique with discussion of the example poems and other items regarding the lesson. It also provides writing time for students to write their own poems.</p>	High Schools Middle/Junior High Schools
<p><u><i>Model Teaching Unit Language Arts – Grade 4 for Jim Thorpe's Bright Path</i></u> by Tammy Elser. Montana Office of Public Instruction, 2010.</p> <p>This unit will help students learn to analyze primary source documents within this interdisciplinary study unit.</p> <p>Book also provided.</p>	Elementary Schools (grades 4 and up)
<p><u><i>Killing Custer: The Battle of the Little Bighorn and the Fate of the Plains Indians by James Welch Model Teaching Unit English Language Arts, Social Studies, Media Literacy Middle and Secondary Level with Montana Common Core Standards</i></u> by Dorothea Susag. Montana Office of Public Instruction, 2010, 2014.</p> <p>This literature unit is aligned to the Essential Understandings Regarding Montana Indians and the Montana Content Standards in reading, writing, literature, speaking/listening, and social studies. The units provide detailed guides for studying the books, along with teacher tips, assessment tools, and bibliographies.</p> <p>Book also provided.</p>	High Schools
<p><u><i>Model Teaching Unit Language Arts – Middle School Level for Marlene Carvell's Sweetgrass Basket</i></u> by Michael Munson-Lenz and Debra Westrom. Montana Office of Public Instruction, 2010.</p> <p>This literature unit is aligned to the Essential Understandings Regarding Montana Indians and Montana Content Standards in reading, writing, literature, speaking/listening, and social studies. The unit provides a detailed guide for studying the book, along with teacher tips, assessment tools, and a bibliography.</p> <p>Book also provided.</p>	Middle/Junior High Schools

<p><u>Two Old Women: An Alaska Legend of Betrayal, Courage and Survival by Velma Wallis Model Teaching Unit English Language Arts, Middle and Secondary Level with Montana Common Core Standards</u>, by Dorothea Susag. Montana Office of Public Instruction, 2010, 2014.</p> <p>This literature unit is aligned to the Essential Understandings Regarding Montana Indians and the Montana Content Standards in reading, writing, literature, speaking/listening, and social studies. The units provide detailed guides for studying the books, along with teacher tips, assessment tools, and bibliographies.</p> <p>Book also provided (to middle school grades also).</p>	High Schools
<p><u>Model Teaching Unit Language Arts – Secondary Level for D’Arcy McNickle’s Wind From an Enemy Sky</u>, Montana Office of Public Instruction, 2010, 2017.</p> <p>This literature unit is aligned to the Essential Understandings Regarding Montana Indians and the Montana Content Standards in reading, writing, literature, speaking/listening, and social studies. The units provide detailed guides for studying the books, along with teacher tips, assessment tools, and bibliographies.</p> <p>Book also provided.</p>	High Schools

Mathematics

<p><u>Model Lesson Plans – Mathematics</u></p> <p>Montana Office of Public Instruction, 2010, 2018</p> <p>These units were developed by Montana educators and the Office of Public Instruction. They are aligned to the Essential Understandings Regarding Montana Indians and the Montana Performance and Content Standards.</p>	<p>To appropriate grade level schools</p> <p>Updates on website only</p>
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Science

<p><u>Model Teaching Units – Science</u>. Montana Office of Public Instruction, 2010.</p> <p>K-8</p> <p>These units are aligned to the Essential Understandings Regarding Montana Indians and the Montana Performance and Content Standards in science. They provide detailed learning plans along with understandings, essential questions, what students will be able to do, and what students will know at the end of the unit.</p>	<p>Elementary Middle/Junior High Schools</p> <p>Updates on website only</p>
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<p><i>PlaceNames Curriculum: Building Worldviews Using Traditional Cultures and Google Earth</i>, developed in conjunction with Hellgate Elementary School's Ready-to-Go grant. Montana Office of Public Instruction and Spatialsci, 2008.</p> <p>This unit includes a teacher's guide, student journal, PlaceNames CD, Google Earth tutorial, <i>Seasons of the Salish/Pend d'Oreille</i> DVD (c. CSKT) and a Salish-Pend d'Oreille calendar (c. Salish-Pend d'Oreille Culture Committee). The focus of the project is to build cross-cultural relationships between traditional Bitterroot Salish and Pend d'Oreille world views and science using Google Earth and tribal cultures.</p>	Middle/Junior High Schools
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Social Studies

<p><u><i>Bringing the Story of the Cheyenne People to the Children of Today Northern Cheyenne Social Studies Units</i></u> by Northern Cheyenne Curriculum Committee. Montana Office of Public Instruction 2006.</p> <p>K-12 social studies units focusing on the Northern Cheyenne Tribe. The Northern Cheyenne Curriculum Committee created this document with an Indian Education for All grant to the Lame Deer Public Schools.</p>	All Schools
<p><u><i>Model Lesson Plans – Social Studies</i></u></p> <p><i>Grades K-6</i></p> <p><i>Grades 7-8</i></p> <p><i>High School</i></p> <p>Montana Office of Public Instruction, 2008, 2017-2018</p> <p>These model lessons are aligned with the Essential Understandings Regarding Montana Indians and the Montana Social Studies Standards. They were created by educators across the state.</p>	<p>Grade appropriate Schools</p> <p>Updates on website only</p>

TRIBAL HISTORIES

<p><u><i>The Apsáalooke (Crow Indians) of Montana A Tribal Histories Teacher's Guide</i></u> by Phenocia Bauerle, Cindy Bell, Luella Brien, Carrie McCleary, Timothy McCleary, and Hubert B. Two Leggings. Montana Office of Public Instruction, 2010.</p> <p>This teaching guide has information regarding the historical timeline, the beginning of the Apsáalooke, historic Apsáalooke culture, early reservation life, and present-day life.</p>	All Schools
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<p><i>"The Whole Country was... 'One Robe'" The Little Shell Tribe's America</i>, Nicholas C.P. Vrooman. Little Shell Tribe of Chippewa Indians of Montana and Drumlummon Institute, 2012.</p> <p>This is the story of the Little Shell, a Métis or hybrid society with a specific historical legacy that came about in the meeting of American Indian and Euro American cultures, and is present in Montana today.</p>	All Schools
<p><u>Study Guide and Timeline for "The Whole Country Was... 'One Robe'": The Little Shell Tribe's America</u> by Dr. Nicholas Vrooman. Montana Office of Public Instruction, 2015.</p> <p>This study guide is designed to accompany the Montana Tribal Histories Project book, <i>"The Whole Country was... 'One Robe'": The Little Shell Tribe's America</i>. It includes student activities for interpreting historical documents and has a detailed chronology of the Little Shell Tribe's history in Montana. It integrates College and Career Readiness Anchor Standards for Reading, Social Studies Standards, and <i>Essential Understandings Regarding Montana Indians</i>.</p>	High Schools

CDs/DVDs (and related Guides)

<p><i>Assiniboiné Chief Rosebud Remembers Lewis and Clark</i>. Valley County Historical Society, 2004.</p> <p>In the spring of 1805, the Lewis and Clark Expedition spent 29 days traveling through Assiniboiné (Nakoda) hunting territory. They noted many signs of the people that lived on those upper Missouri plains, but made no effort to reach them. The expedition, however, was being watched by the Nakoda. This is the story from that camp.</p>	All Schools
<p><i>Before There Were Parks Yellowstone and Glacier Through Native Eyes</i>. KUSM-TV, 2009.</p> <p>This DVD, narrated by N. Scott Momaday, is filmed across four seasons in both Yellowstone and Glacier National Parks. It visits with two programs reconnecting Native children to their heritage and listens to fourteen Native leaders as they introduce the view that America's national parks are a significant connection to this land's profound indigenous past.</p>	High Schools
<p><i>Cante Etanhan Iapi</i>. Fort Peck Tribes and Montana Language Preservation Pilot Program, 2014.</p> <p>This DVD is 36 minutes long and highlights the efforts underway to revitalize language learning among Fort Peck youth. The film follows a summer immersion program as the Nakoda (Assiniboiné) and Dakota (Sioux) youth strengthen their Native identity by learning language and culture. There is also footage of the tribal buffalo ranch as highlighted in the Fort Peck PlaceNames curriculum, and interviews with some of the remaining Nakoda and Dakota speakers.</p>	High Schools

<p><i>Facing the Storm Story of the American Bison</i>. High Plains Films, 2011</p> <p>This is a comprehensive documentary on the iconic American bison and its history in the American wilderness. Using archival materials and interviews with scientist, ranchers, animal rights activists, and state governors, the filmmakers tell the story of the eradication of approximately 30 million buffalo from the Great Plains areas in less than 50 years.</p>	High Schools
<p><i>Finding Common Ground Guiding Growth on the Flathead Indian Reservation</i>. Confederated Salish & Kootenai Tribes, 2007.</p> <p>This DVD focuses on concepts such as treaty, reservation, map application, population growth, government, current issues, and community collaboration. The second disc contains a teacher's education guide, which has been aligned with the Essential Understandings Regarding Montana Indians and focuses on ten specific topics.</p>	<p>Middle/Junior High Schools</p> <p>High Schools</p>
<p><i>Fire on the Land</i>. Confederated Salish and Kootenai Tribes, 2010.</p> <p>This multi-media curriculum resource is a product of the Confederated Salish and Kootenai Tribes and is based on the two-DVD set entitled <i>Native Peoples and Fire in the Northern Rockies</i>, which was sent to all libraries in 2007.</p>	Middle/Junior High Schools
<p><i>Fire on the Land/Beaver Steals Fire</i>. Confederated Salish and Kootenai Tribes, 2005.</p> <p><i>Fire on the Land</i> is an interactive DVD that includes information on Salish tribal history, the history of Salish fire use, fire ecology, fire management activities on the Flathead Indian Reservation, and other resources on the topic of Indian fire use. <i>Beaver Steals Fire</i> is a DVD of an ancient tale of the Salish people, which "teaches both respect for fire and awareness of its significance."</p>	All Schools
<p><i>Heart of the Bitterroot, Voices of Salish & Pend d'Oreille Women</i>. Npustin, 2007.</p> <p>This CD and guide tells the stories of four Salish and Pend d'Oreille women through stories, music, and poetry.</p>	All Schools
<p><i>In the Land of the Assiniboine</i>. Valley County Historical Society, 2009.</p> <p>This DVD features over 60 Fort Peck and Fort Belknap Assiniboine tribal members sharing their stories and perspectives.</p>	High Schools
<p><u>Indian Relay</u>. Dye Works, LLC & KUSM-TV/MontanaPBS, 2013.</p> <p>This DVD presents the stories of three Indian relay teams in their quest for the Indian Relay National Championship. Educational guides are also available at the website.</p>	High Schools

<p><i>Inside Anna's Classroom</i>, produced by Julie Cajune. Center for American Indian Policy and Applied Research and Salish Kootenai College, 2011.</p> <p>Welcome to Anna's classroom. Inside an English classroom in Arlee, Montana on the Flathead Indian Reservation, Indian and non-Indian students enter the world of Bull in the novel <i>Wind from an Enemy Sky</i>. Through a fictional tribe, author D'Arcy McNickle weaves a story of loss and survival that mirrors the history of the Salish, Pend d'Oreille, and Kootenai Tribes.</p> <p>This DVD resource is more for teacher/administrative audiences as it provides a current example of IEFA classroom implementation. An educator's study guide developed by CAIPAR is included.</p>	High Schools
<p><i>Last Stand at Little Big Horn Sitting Bull and Crazy Horse Battle Custer</i>, written by James Welch and Paul Stekler. WBGH Educational Foundation, 2004.</p> <p>Using journals, oral accounts, and Indian ledger drawings as well as archival and feature films, Native American writer James Welch and white filmmaker Paul Stekler examine this watershed moment from multiple viewpoints; those of the Lakota Sioux, Cheyenne, and Crow who lived on the Great Plains for generations and those of white settlers and businessmen who pushed west across the continent. For an accompanying resource, see the Model Teaching Unit for secondary level language arts of James Welch's <i>Killing Custer: The Battle of the Little Bighorn and the Fate of the Plains Indians</i>.</p>	High Schools
<p><i>Long Ago in Montana</i> by the Regional Learning Project. Montana Office of Public Instruction, 2006 and 2010.</p> <p><i>Long Ago in Montana Teacher Guide Suggested for 2nd Grade</i> by the Regional Learning Project. Montana Office of Public Instruction, 2009.</p> <p>This DVD introduces viewers to how people lived before modern conveniences. Topics include food and water, shelter, staying warm, transportation, money (currency), and communication in the context of the "natural community."</p>	All Schools
<p><i>Montana Skies Blackfeet Astronomy</i> DVD and Guide, developed by Lynn Moroney. Montana Office of Public Instruction, 2011</p> <p><i>Montana Skies Crow Astronomy</i> DVD and Guide, developed by Lynn Moroney. Montana Office of Public Instruction, 2011</p> <p>These incorporate ethno-astronomy with an accompanying teacher's guide to assist in integrating Indian Education for All in science, social studies, and art.</p>	Elementary Schools
<p><i>Fire in the Northern Rockies</i>. Confederated Salish and Kootenai Tribes, 2005.</p> <p>This set includes <i>Fire on the Land</i>, an interactive educational DVD that includes information on Salish tribal history, the history of Salish fire use, fire ecology, fire management activities on the Flathead Indian Reservation, and other resources on the topic of Indian fire use. It also includes <i>Beaver Steals Fire</i>, a Salish Coyote Story</p>	All Schools

<p><i>Oceti Sakowin: The People of the Seven Council Fires and Bridging the Gap: Native American Education.</i> South Dakota Pubic Broadcasting, 2008.</p> <p>This DVD provides a brief introduction to and history of the tribes of South Dakota and their traditional ways of life. <i>Bridging the Gap</i> presents some of the major challenges in educating Indian students as well as attempts to address these challenges. These programs are from the perspective of Native Americans and almost all commentators and all sources are Native American residents of South Dakota.</p>	<p>Middle/Junior High Schools High Schools</p>
<p><i>Place of the Falling Waters, 20th Anniversary Edition,</i> by Roy Bigcrane and Thompson Smith. Salish Kootenai College Media/KSKC Public Television and native Voices Public Television Workshop, 1991.</p> <p>This two DVD set traces the complex history of cultural conflict and exchange surrounding the construction of Kerr Dam on the lower Flathead River in the 1930s. The videos are centered around interviews with Salish, Pend d'Oreille, and Kootenai elders. The main DVD in the set, <i>The Place of the Falling Waters</i>, is 90 minutes in length and is used in a lesson found in the revised unit based upon D'Arcy McNickle's novel, <i>Wind from an Enemy Sky</i>. The second DVD in the set, <i>The Allotment Act: The Worst Thing They Ever Done</i>, includes historical context. It is 16 minutes in length.</p>	<p>High Schools</p>
<p><u><i>Playing for the World, The 1904 Fort Shaw Indian Boarding School Girls Basketball Team</i></u>, produced by John Twiggs. KUFM-TV Montana PBS/The University of Montana, 2009.</p> <p><u><i>DVD Study Guide Playing for the World The 1904 Fort Shaw Indian Boarding School Girls Basketball Team</i></u> by Dorothea M. Susag. Montana Office of Public Instruction, 2012, 2014.</p> <p>This DVD tells the story of how young American Indian women at the Fort Shaw boarding school became world champions in the newly created sport of basketball at the 1904 World's Fair in Chicago. The study guide includes discussion and writing activities for social studies, language arts, and media literacy for 6th – 12th grades.</p>	<p>High Schools</p>
<p><i>Redefined Art and Identity Inside the Mind of the Modern American Indian Artist.</i> Center for American Indian Policy and Applied Research, 2012.</p> <p>American Indian writers and visual artists talk about art and identity. At times, Native artists and writers are expected to produce something that is characteristically "Indian." In these interviews, people share honest, brave, and insightful ideas about their art and their identity.</p> <p>This DVD resource can be used with both students and staff to help expand perspectives regarding American Indian artists and their art.</p>	<p>High Schools</p>

<p><i>Remembering the Songs Music Traditions from the Zuni, Navajo, and Salish.</i> Heartlines, 2011.</p> <p>This multi-media project explores the music traditions of the Salish, Diné, and Zuni people. While geographically and culturally diverse, these three communities share the traditional use of the flute. Playing and making traditional flutes is becoming an endangered art in Indian Country.</p> <p>Complementing the music from the Salish, Diné, and Zuni, is the story of master Diné artist, Paul Thompson, who builds and plays traditional flutes. Through film, audio, and story, <i>Remembering the Songs</i> shares music traditions and personal stories from three diverse Indian communities.</p>	High Schools
<p><i>The Return.</i> High Plains Films, 2012.</p> <p>This DVD details what leads up to the return of the bison to the Fort Peck Indian Reservation.</p>	High Schools
<p><i>Science: Through Native American Eyes.</i> Cradleboard Teaching Project, 1998.</p> <p>This is an interactive multimedia CD Rom for Grades 5 to adult. It is a core curriculum in a Native American perspective.</p>	Middle/Junior High Schools High Schools
<p><i>Seasons of the Salish/Pend d'Oreille.</i> Confederated Salish and Kootenai Tribes, 2007.</p> <p>This DVD tells what the Salish/Pend d'Oreille and Kootenai Tribes did during each season of the year. High Schools and Middle/ Junior High Schools received this in the PlaceNames curriculum.</p>	Elementary Schools
<p><i>Stories From a Nation Within:</i> A four-part film series, by Daniel Decker. Heartlines, 2011.</p> <p>Among all the ethnic minorities in the United States, American Indian tribes alone exist as “nations within a nation,” engaged in self-governance on a daily basis within a legal and political land base. Through the history of the Salish, Pend d'Oreille, and Kootenai tribes, Dan Decker, Esq., provides poignant stories of Indian people and tribal nations as active forces throughout history. These films convey the fundamental information to support basic understandings of American Indian tribes as sovereign nations from time immemorial to today.</p>	High Schools
<p><u>The Story of the Bitterroot</u> by Steve Slocomb; Looking Glass Films, 2004: <i>Lesson Plan for The Story of the Bitterroot.</i> Montana Office of Public Instruction, 2007.</p> <p>The DVD tells of the how important the natural world is to Native American cultures. Specifically, the bitterroot plant is used to demonstrate the link between the natural world and Salish tribal culture, past, present, and future. The Salish tribal perspective on the Lewis & Clark expedition is also presented. The lesson plan presents goals, themes, questions and answers, activities, and vocabulary for each section of the DVD. It is geared to the 8th grade.</p>	All Schools

<p><u>Talking Without Words</u> DVD developed by the Regional Learning Project. Montana Office of Public Instruction, 2006.</p> <p><i>Talking Without Words Teacher Guide – Suggested for 6th Grade</i> developed by the Regional Learning Project. Montana Office of Public Instruction, 2009.</p> <p>This DVD talks about the challenges people face when communicating with people who speak another language. Its focus is on ways native peoples of Montana communicated with each other and with non-Indians.</p>	All Schools
<p><i>Tribal Nations and Guide: The Story of Federal Indian Law.</i> Tanan Chiefs Conference, 2006.</p> <p>This documentary DVD is an illustrated introductory history of how Federal Indian Law developed in the United States and the impacts federal policies have had on American Indian and Alaska Native people.</p>	High Schools
<p><u>Tribes of Montana and How They Got Their Names</u> DVD developed by the Regional Learning Project. Montana Office of Public Instruction, 2006.</p> <p><u>Tribes of Montana and How They Got Their Names Teacher Guide – Suggested for 4th Grade</u>, developed by the Regional Learning Project. Montana Office of Public Instruction, 2010.</p> <p>This talks about the tribes of Montana, where they used to live and where they live now, and the names the tribes call themselves. It also discusses the miscommunication errors that occur through translation of sign language.</p>	All Schools
<p><i>Two Worlds at Two-Medicine.</i> Going-to-the-Sun Institute and Native View Pictures, 2004.</p> <p>In the summer of 1806 while the Lewis and Clark Expedition was heading home from the Pacific Ocean, Meriwether Lewis had a life-or-death encounter with a party of Blackfeet. This is the story of that encounter as told by American Indian elders, educators, and cultural historians.</p>	High Schools
<p><u>View from the Shore</u>. Black Dog Films, 2005.</p> <p>DVD of Native American perspectives on Lewis and Clark.</p>	All Schools

Posters/Other

<p><u>Essential Understandings Regarding Montana Indians</u>. Montana Office of Public Instruction, 2008, 2010, 2019.</p>	All Schools
<p><u>Honor your Self Poster Series</u>. Montana Office of Public Instruction, 2009,</p> <p>This series of 25 posters features American Indian role models representing all tribal nations in Montana, living both in urban areas and on reservations, all nominated by their communities' tribal elders and leaders, and representing a broad spectrum of experiences, colleges, careers, and paths to success.</p>	<p>Middle/Junior High Schools</p> <p>High Schools</p>

<p><u>Making Montana Proud Poster Series</u>. Montana Office of Public Instruction, 2018.</p> <p>This second set of posters developed by the Office of public Instruction showcases young Montana American Indians and tells their success stories. Each of the 14 individuals were nominated by members from their respective tribe.</p>	<p>Middle/Junior High Schools</p> <p>High Schools</p>
<p><u>Making Montana Proud Poster Series</u>. Montana Office of Public Instruction, 2023.</p> <p>This set of posters highlights contemporary American Indians who have made significant impacts in their respective fields and areas of study. They are color coded for each career and content area.</p>	<p>Middle/Junior High Schools</p> <p>High Schools</p>
<p>Montana Native History Indigenous History Card Game, by Native Teaching Aids.</p> <p>This interactive card game contains a set of historical facts about Montana Native American history. This game teaches critical thinking, strategy, and history.</p>	<p>High Schools</p>
<p>Montana reservations/traditional American Indian foods. Full Circle, 2007.</p> <p>One side of this poster highlights Montana Indian reservations (also includes the Little Shell) and has demographic information for each of the Tribal Nations. The other side highlights traditional American Indian foods along with recipes.</p>	<p>Middle/Junior High Schools</p> <p>High Schools</p>
<p>Tribal Territories in Montana Wall Map, USGS base map adapted by The University of Montana Regional Learning Project, 2009.</p> <p>This map includes current reservation boundaries with capitals for the Montana tribal nations and traditional territory boundaries as defined by the 1851 Fort Laramie Treaty and the 1855 Flathead and Blackfeet treaties, with a key showing the names tribes call themselves.</p>	<p>High Schools</p>