Walking the Choctaw Road by Tim Tingle

Literacy Comprehension and Analysis Strategies

Model Literacy Lessons Incorporating the Montana Common Core Standards and Indian Education for All in Elementary Grades
English Language Arts, Social Studies

Elementary Level with Montana Common Core Anchor Standards
Written by Michaun Archer

2015

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

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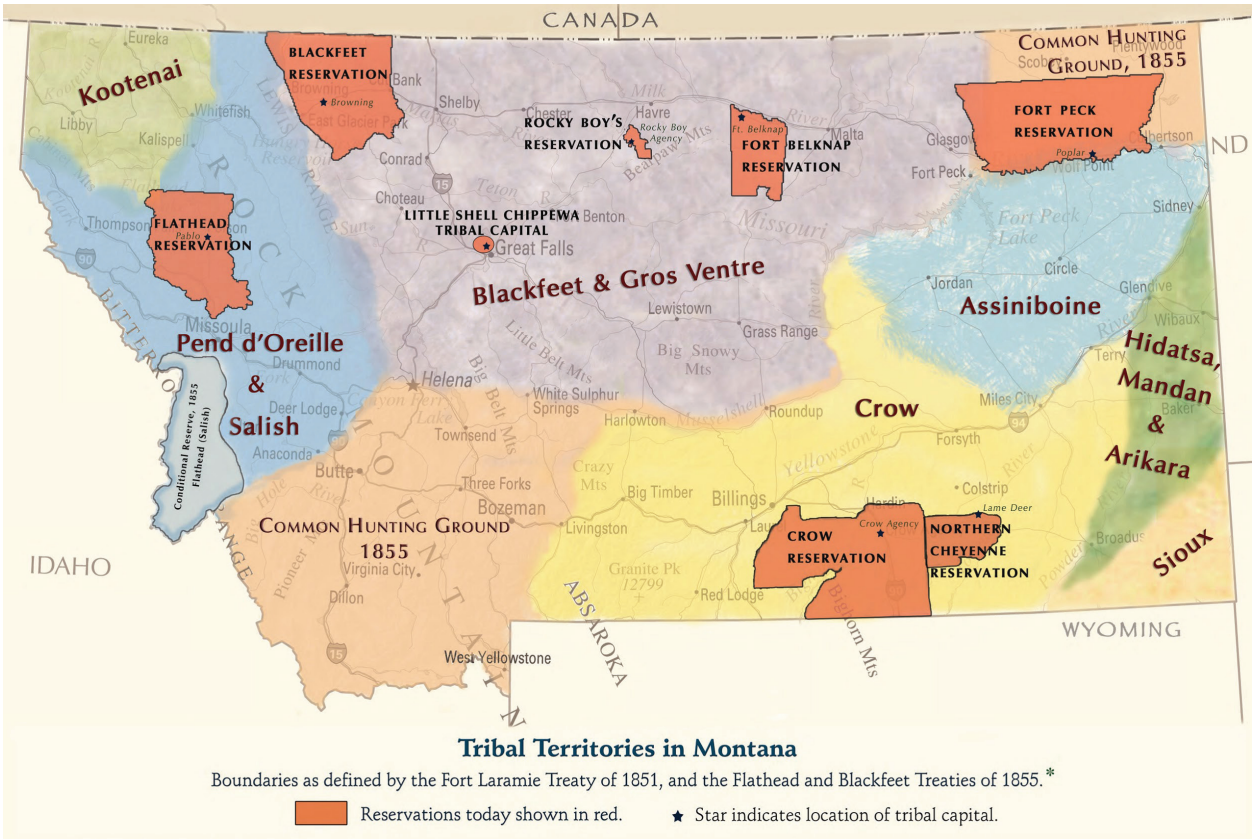
Indian Education
Montana Office of Public Instruction

Cover Image

Peter Pitchlynn was the Choctaw Principal Chief from 1864-1866, and a Choctaw Delegate to Washington, DC for nearly two decades following. He is buried in the Congressional Cemetery in Washington, D.C. Painting, 1834, Smithsonian American Art Museum.



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Unit Introduction

In this week long unit, elementary students will be introduced to the Choctaw Tribe, located in Oklahoma and the southeastern United States. Students will develop a sense of understanding and awareness of the Choctaw people, their oral traditions, history, and culture and will use the *Essential Understandings* as a guide to find information on the Choctaw Nation. Students will develop skills in comprehension strategies, comparing and contrasting stories, and questioning and making inferences from the stories. In addition, they will be getting a deeper understanding and key skills in literacy while reading various text written by Tim Tingle.

During the course of this unit, students will be exposed to new vocabulary, guided classroom discussion, individual journal responses, and daily reading. Each lesson allows you to modify it for specific students in your classroom, so all the students will benefit from the critical literary skills they will be using. While writing responses, they will be using critical thinking skills and students will be engaged in discussions. This unit allows children to experience the traditional stories of the Choctaw people, and, with their stories, comes their history.

Students will also be discussing treaties that affected the Choctaw people, which displaced them from their homelands. This is a great way to bring in the tribes of Montana and talk about some of the treaties they were getting into and how they were displaced from their homelands and the effect it had on the Native People of Montana. Native Americans are all different and have their own identities, but all of them have suffered through similar circumstances during the near century-long Treaty Period 1789-1871.

Anchor Text

Tingle, Tim. *Walking the Choctaw Road*. El Paso, TX: Cinco Puntos, 2003.

Support Texts

Tingle, Tim, and Karen Clarkson. *Saltypie: A Choctaw Journey from Darkness into Light*. El Paso, TX: Cinco Puntos, 2010.

Tingle, Tim, and Jeanne Rorex Bridges. *Crossing Bok Chitto: A Choctaw Tale of Friendship & Freedom*. El Paso, TX: Cinco Puntos, 2006.

Bigart, Robert, and Clarence Woodcock. *In the Name of the Salish & Kootenai Nation: The 1855 Hell Gate Treaty and the Origin of the Flathead Indian Reservation*. Pablo, MT: Salish Kootenai College, 1996.

Fast Facts

Genre:	Collection of Traditional Stories-Oral Traditions
Grade Level(s):	Grades 3-5
Tribe(s):	Choctaw
Place:	United States
Time Period:	1800-1969

About the Author

Tim Tingle is an enrolled member of the Choctaw Nation of Oklahoma and an award-winning author of Native American fiction and folklore. His great-great grandfather John Carnes walked the Trail of Tears in 1835, and memories of his family epic fuel his writing. From 2003 to the present, Tingle has presented a Choctaw story before Chief Gregory Pyle's State of the Nation Address at the Annual Choctaw Labor Day Gathering. A sought-after speaker and storyteller, he performed at the National Museum of the American Indian in the Smithsonian Institution in 2006 and 2007 and at the National Storytelling Festival in Jonesborough, Tennessee. In 2009 he received the Talking Leaves Award from the National Storytelling Network for his literary achievements. When Tim is not performing, he divides his time between collecting Choctaw lore in Oklahoma and relaxing and writing on the shores of Canyon Lake, Texas.

Text Summary

The back cover of this book provides an excellent summary. "*Walking the Choctaw Road* is the first collection of stories by Tim Tingle, acclaimed Choctaw storyteller. Tingle reaches far back into tribal memory to offer this deeply personal collection of stories woven from the supernatural, mythical, historical and oral accounts of Choctaw people living today. These eleven stories explore the heart of what it means to be Choctaw. Tim doesn't shy away from describing the painful and tragic history of the Choctaws and the United States; but through this hurt, he reveals the deep faith, abiding hope and spiritual underpinnings of his people." There are themes present throughout the stories that will be read, such as triumph, survival, miracles, and truthfulness and generosity being the quality of the heart. This text also includes a glossary of Choctaw words.

Materials

- *Walking the Choctaw Road* by Tim Tingle
- Picture book *Saltypie: A Choctaw Journey from Darkness into Light*
- Picture book *Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom*
- *In the Name of the Salish and Kootenai Nation: The 1855 Hell Gate Treaty and the Origin of the Flathead Indian Reservation* by Robert Bigart (editor) and Clarence Woodcock (editor)
- Chart Paper
- Markers
- Drawing paper folded into thirds
- Maps of the United States and Montana
- Journal
- Talking stick
- Pencil
- Color crayons, markers, or colored pencils
- Computers for internet use
- *Hellgate Treaty*

Overarching Learning Targets

1. I can listen attentively.
2. I can make connections with what I have read.
3. I can retell details from a story read to me.
4. I can describe a clear beginning, middle, and end of the story.
5. I can make predictions about what will happen in a story.
6. I can draw pictures and sequence them.
7. I can tell meanings of words.
8. I can compare and contrast different cultures.

Day by Day Plan- Steps Overview

The time required will vary based on the teacher's intended goals. This book can be presented using the introduction, book walk, predictions, uninterrupted reading, discussion, and post-reading activities. Activities within this unit range from 30 minutes to 90 minutes. This unit uses *Walking the Choctaw Road* as an anchor text with lessons and companion texts that can be used throughout the week. *Walking the Choctaw Road* will be visited and revisited for discussions on the different themes, traditions, and cultural values that are within the text and develop literacy skills in comprehension and traditional storytelling.

Day One

In this 50 minute lesson, students will be working with each other both in discussion groups and independently. They will be listening to oral traditions and discussing what this means to them. They will determine main ideas and key details of the text read. They will be responding as a group and discussing their own oral traditions. They will follow up, after the reading and discussion, with writing in their journals.

Read and Discuss 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, <u>each tribe has its own oral histories, which are as valid as written histories.</u> These histories pre-date the "discovery" of North America.

Targets Day One

1. I can listen.
2. I can explain the characteristics of a traditional story.
3. I can tell how traditions, beliefs, and spirituality continue in modern day life through storytelling or oral tradition.

Steps Day One

1. Discuss Essential Understanding 3. Write students' answers to the questions on chart paper.
   a. What are traditions?
   b. What is storytelling?
   c. What is oral history? Who tells oral history?
   d. Does everyone have traditions, oral history, and a culture?

2. Allow students to tell a story that is familiar to them. One idea is to have the students sit in a circle and use a talking stick. Whomever has the talking stick is the one that is able to talk during this time. After they have all had a chance to talk in the circle, discuss why they knew their stories so well. How did they remember the details of the stories? What helped them to remember stories their parents had told them?

3. Have a class discussion about why the stories they just told were important to them. Are they for entertainment? Are they the history of their family? Are they something that help them understand and teach them lessons?

4. Introduce the book and author.
   a. Write the title and author on chart paper.
   b. Discuss what the title might mean and write down what the students think it means.
   c. Read the introduction of the book.

5. After reading the introduction, revisit Step 1 and discuss the questions again. See if the students' explanations are different from what you wrote down on the chart paper at the beginning of the lesson.
   a. What are traditions?
   b. What is storytelling?
   c. What is oral history? Who tells oral history?
   d. Does everyone have traditions, oral history, and a culture?

6. Have students take out their journals and do a quick write about what traditions are, what storytelling is, who tells oral traditions, and what culture means to them.

Day Two

In this 60 minute lesson students will discuss what cultural heritage is to the Choctaw Nation. They will be listening to a read-aloud and discussing the history within the picture book and talking about the two cultures the book is about. Students will determine the theme of the story, using details in the story as proof. They will then compare each culture in a diagram depicting the Choctaw side of the River, the river itself, and the plantation side of the river, using specific details in the text. They will continue in their own journals with how their cultural heritage is unique to them.

Read and Discuss Essential Understanding 1

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

Targets Day Two

1. I compare two cultures using a diagram.
2. I can retell a story.
3. I use effective listening strategies.
4. I understand that each nation has a distinct and unique cultural heritage.

Steps Day Two

1. Discuss Essential Understanding 1. Write the students' answers to the question on chart paper.
   a. What makes your cultural heritage unique?

2. Review with the students what you talked about the day before.
   a. Are traditions unique to your cultural heritage?
   b. Are everyone's oral traditions going to be exactly the same?
   c. Does the history of each individual tribe make it unique?

3. Introduce the book, *Crossing Bok Chitto*.
   a. As a group, have the students make a prediction as to what they think the book will be about, based on the title and the cover.
   b. Write these predictions on a piece of chart paper, so the students may see them while reading.
   c. Discuss what part of the United States the setting of the book is in. Then take out a map and show the students where it is in comparison to Montana.
   d. Read the book.

During reading

1. Read the book for enjoyment first.

After Reading

1. Re-read the book and stop and discuss the timeline of the book.
   a. When did it take place?
   b. What is the Trail of Tears? Was this important to the Choctaw Nation?
   c. Was it before the Civil War? How do you know?
   d. What was the Civil War and why was it important?
   e. What is the importance of friendship in the story?

2. Compare the two cultures in the book (African American and Choctaw). How are they different? How are they the same?
   a. Have students fold a piece of drawing paper into thirds.
   b. In the middle, have the students draw the river and the secret crossing.

c. On one side of the river, have students draw a plantation and on the other side of the river have them draw the Choctaw village.
d. Have students write the things the slaves and Indians had in common in the river (middle). Use the plantation side to describe the slaves' experience and the Choctaw village can be used to describe that culture.

3. Discuss Essential Understanding 1 again and answer the following questions:
   a. What makes the Choctaw Nation beliefs unique from your own?
   b. Do they have different ways of celebrating events in their lives?
   c. How can you relate your culture to their culture?

4. Have students take out their journals and do a quick write about how their beliefs and culture are unique to them. Explain some things they may celebrate and how they celebrate them or if they have a tradition that makes their culture different from everyone else's.

Day Three

In this 90 minute lesson, teachers may consider allowing process time as students will dive into history and look at the Trail of Tears. They will discuss a treaty that affected the Choctaw people and how they lost their battle with keeping their homeland. Students will also listen to a story, and will have to retell the story in drawings in sequential order in their journals. They will describe the relationship between a series of historical events that will show that they understand the cause and effect of an event. This is a lesson during which Montana Indians and treaties are introduced and discussed. The Hellgate Treaty is an excellent way to bring Montana tribes into the discussion and show the displacement of Native Americans not only in Oklahoma, but in Montana as well.

1. Read and Discuss 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

2. Read and Discuss 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 perspective frequently conflicts with the stories mainstream historians tell.

Targets Day Three

1. I can retell details from a story read to me.
2. I know what the Trail of Tears is.
3. I use effective listening strategies.
4. I have an understanding of the Treaty Period and how it affected the Choctaw Nation.
5. I know what a treaty is.
6. I can sequence events in the story.

Steps Day Three

1. Ask, "Who remembers our discussion yesterday on the Trail of Tears?"
   a. Have the students take out their journals and have them do a quick write for 2-3 minutes about what they remember about the Trail of Tears.
   b. Have a discussion with students about what they wrote down. Call on 3-4 students to explain what they remember about the Trail of Tears.
   c. Review with the students what was discussed the day before about the Trail of Tears.

2. Pre-Reading activity:
   a. Discuss the ***Treaty of New Echota***, an agreement signed under the provisions of the ***Indian Removal Act of 1830***, which caused the Trail of Tears.
   b. Talk about other tribes involved in the Trail of Tears.
   c. Where and when was the treaty signed?

3. Read the story, "Trail of Tears," in the book *Walking the Choctaw Road*.

4. Discussion during story.
   a. How would you feel if you had to leave where you grew up? What is important to you about your home?
   b. What is smallpox? Why do you think the soldiers handed out blankets with the infection?
   c. How would you feel about your family dying? Why do you feel that way?

5. Sticky note sequencing:
   a. Students will get their journals out.
   b. Each student will get 6-9 sticky notes.
   c. On each of the sticky notes they will do a quick draw of an event in the story.
   d. After they have completed all their sticky notes, they will have to stick them in their journals and make sure they are in sequence of events. They can put a number under each picture in their journal.
   e. After they have done that, review what a treaty is.

6. Hellgate Treaty
   Note to teachers: The Hellgate Treaty is something generally taught at the 6-12 level, but there are many basic concepts that can be introduced with the treaty that would allow elementary students to get an understanding of what tribal people of Montana endured. A discussion about rights and where they would have to move, what land they hunted and harvested on would be developmentally

appropriate. This lesson also allows some freedom in what is shared about the treaty that would interest the students.

a. Class discussion on the Hellgate Treaty and what it meant for the tribes in Montana.
b. Discuss the cause of the treaty and the effect it had on the Salish, Pend d'Oreille, and Kootenai Indians on the Flathead Reservation.
c. Class discussion on how important place is to each tribe. Students will discuss how important they think place is and why it might have been important not only to the Choctaw Tribe, but the Montana tribes that eventually moved to the Flathead Reservation.
d. Students will understand the meaning of displacement and discuss how the Choctaw Tribe and the tribes of Montana felt when they were moved to their reservations and whether or not they think each tribe in some instances felt the same.
e. Students will do a quick write from the perspective of a Salish, Pend d'Oreille, or Kootenai tribal member. They will describe their feelings and the actions they would take if their family had to be displaced and moved to the Flathead Reservation.

Day Four

In this 45 minute lesson, students will be talking about stereotypes and that they are individuals. They will be listening to a story and will be able to retell the story. They will predict what "Saltypie" means before reading the story and then writing in their journals what they think it means after reading the story. They will also journal about stereotyping and write a narrative to develop real or imagined experiences or events using details and sequence their events.

Discuss Essential Understanding 2

Just as there is a great diversity among tribal nations, there is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. There is no generic American Indian.

Targets Day Four

1. I know each tribe and American Indian is unigue.
2. I listen attentively.
3. I can retell a story with a clear beginning, middle, and end.
4. I know what "Saltypie" means.
5. I understand each tribal member has a different life story.
6. I know what a stereotype is.

Steps Day Four

1. Introduce the book, *Saltypie: A Choctaw Journey from Darkness into Light*.
   a. Students have their journals out and do a quick write about what they think 'saltypie' means.
   b. Discuss that *Saltypie* is a modern story of a Choctaw Family.

2. Read *Saltypie*.
   a. Be sure to read, "How Much Can We Tell You?" which is found at the end of the book. This will provide an historical background of Tim Tingle's family.
   b. Talk about stereotypes and what that means.
   c. Discuss why students think the stone was thrown at Tim's grandmother.

3. After reading *Saltypie*:
   a. Discuss with students how to retell a story with a clear beginning, middle, and end. Call on 2-3 students to recall the story.
   a. Have students go back and write what 'saltypie' really means in their journal.
   b. Have students do a quick write in their journals about where they may have encountered a situation where stereotyping might have occurred.

4. Discussion:
   a. Talk about the hardships Tim's family had to go through.
   b. What did his grandmother have to go through?
   c. What is something positive that came out of the situation?
   d. Is there a time in your life where you have had a hard time and something positive/good happened to you? Explain.
   e. Why do you think this book is called *Saltypie: A Choctaw Journey from Darkness to Light*?

Day Five

In this 45 minute lesson, students will review what they have covered over the week and the different literature that has been read to them. They will talk about what an oral tradition is and then listen to a story that is an example of oral tradition. In their formative assessment, they will then write an essay about one of their oral traditions with a clear beginning, middle, and end. Students will orient the reader by establishing a situation and introducing a narrative that is organized and has sequence in their events.

Discuss 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.

Targets Day Five

1. I know what an oral tradition is.
2. I have a better understanding of oral histories of the Choctaw Nation.
3. I am aware tribes all have different oral histories.

Steps Day Five

1. Read the story "Tony Byars" out of the book *Walking the Choctaw Road*.
   a. Read this story to show this is truly a story that is handed down by Tony himself.
   b. Explain Tim Tingle met with the elder and wanted to write his story/history down for all to hear.

2. Re-introduce *Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom*, *Saltypie: A Choctaw Journey from Darkness to Light*, "Trail of Tears", and the Introduction from *Walking the Choctaw Road.*
   a. Discuss how each of these stories are traditional stories or oral histories.
   b. Talk about history, culture, and beliefs of the Choctaw people.
   c. Talk about the lessons learned from each of the oral traditions/histories.

3. After class discussion, have the students write about their own oral tradition.
   a. They should write a story with a clear beginning, middle, and end.
   b. It should relate to their family or family history.
   c. Students can use a graphic organizer to help with the writing process.

Assessment

1. Observations of student's skills and knowledge.
2. Student will keep a journal to summarize questions or knowledge he/she is learning.
3. Observation of listening.
4. Student's accurate retelling of the story.
5. Sequence of events in his/her journal.
6. Demonstrate writing a story with a clear beginning, middle, and end.
7. Observation of discussions.
8. Compare and contrast two ideas using a Venn diagram.
9. Organize ideas so they make sense.
10. Write an essay about own oral tradition.

Teacher Notes

The oral tradition was a powerful method of passing down knowledge from one generation to the next. Cultural and historical knowledge such as stories, songs, and ceremonies remained the same for thousands of years through oral traditions. Some tribes, such as the Salish and Pend d'Oreille of Montana, only tell certain stories and histories during a certain time of the year. This is an invitation to be aware of being culturally responsive and to demonstrate respect of that tradition. Some tribes regard their histories and traditions as very private and not to be shared with those outside of the tribe. When conducting research it is imperative to respect tribal traditions that are shared for educational purposes.

From: Learning About Montana Indian Oral Traditions Model Lesson Plan, Grade 5 Social Studies, Indian Education for All, Montana Office of Public Instruction. *http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Social%20Studies/3-5/Learning%20about%20Montana%20Indian%20Oral%20Traditions%20%20-%20G5.pdf)*

Vocabulary

1. Tradition
2. History
3. Oral History
4. Stereotypes
5. Trail of Tears
6. Culture

Extension Activities

1. Read Independently Other Text from Tim Tingle

Allow students the opportunity to research other books from Tim Tingle.
Students can learn more about storytelling through read-alouds, guided reading, and independent reading.

2. Learn about the Choctaw People

Students can use the website *http://www.choctawnation.com/* to get started with their research.

3. Pick a tribe from Montana and compare timelines with the Choctaw Nation.

While talking about the different timelines, make sure to discuss with students that the Choctaw Nation had already signed certain treaties and were moved to their reservations by the 1860s. They were taking in escaped slaves all while the tribes in Montana were dealing with the presence of the Army, going through the Westward Expansion, and looking at treaties for the first time.

A good place to start is the internet where you can find the following:

Montana Indians: Their History and Location
http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/Montana%20Indians%20Their%20History%20and%20Location.pdf

Montana Tribal History Timelines
http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Social%20Studies/K-12%20Resources/Timelines%20for%20All%20Reservations.pdf

Choctaw History
http://www.choctawnation.com/

Choctaw Tribal Timelines
http://wsearch.nlm.nih.gov/vivisimo/cgi-bin/query-meta?v%3Aproject=native-people&sortby=&query=Choctaw

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Bigart, Robert, and Clarence Woodcock. *In the Name of the Salish & Kootenai Nation: The 1855 Hell Gate Treaty and the Origin of the Flathead Indian Reservation*. Pablo, MT: Salish Kootenai College, 1996. Print.

Treaty of Hellgate, 1855, ratified 1859
http://www.csktribes.org/component/rsfiles/download?path=Tribal%2BCouncil%252FHellgate_Treaty.pdf

Essential Understandings Regarding Montana Indians. Office of Public Instruction, revised 2012.
http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings.pdf

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Tingle, Tim, and Karen Clarkson. *Saltypie: A Choctaw Journey from Darkness into Light*. El Paso, TX: Cinco Puntos, 2010.

Tingle, Tim. *Walking the Choctaw Road*. El Paso, TX: Cinco Puntos, 2003.

Appendix A: Montana Common Core Standards in English Language Arts

http://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision/English-Language-Arts-Literacy-Standards

Reading for Literature Standards:

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures **including those by and about American Indians**; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. **Include texts by and about American Indians.**

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Reading for Information Standards:

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **Include texts by and about American Indians.**

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **Include texts by and about Montana American Indians.**

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **Include texts by and about Montana American Indians.**

Writing Standards:

W.3.2 Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
b. Develop the topic with facts, definitions, and details.
c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
d. Provide a concluding statement or section.

W.3.3 Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
c. Use temporal words and phrases to signal event order.
d. Provide a sense of closure.

W.4.2 Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.

W.4.3 Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words and phrases to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

W.5.2 Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding

comprehension.
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.

W.5.3 Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

Speaking and Listening Standards:

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **Include sources by and about American Indians**.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 30 for specific expectations.)

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that

preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **Include sources by and about American Indians.**

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **Include sources by and about American Indians.**

Language Standards:

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Capitalize appropriate words in titles.
b. Use commas in addresses.
c. Use commas and quotation marks in dialogue.
d. Form and use possessives.
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.4 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use correct capitalization.
b. Use commas and quotation marks to mark direct speech and quotations from a text.
c. Use a comma before a coordinating conjunction in a compound sentence.
d. Spell grade-appropriate words correctly, consulting references as needed

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation to separate items in a series.
b. Use a comma to separate an introductory element from the rest of the sentence.
c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
d. Use underlining, quotation marks, or italics to indicate titles of works.
e. Spell grade-appropriate words correctly, consulting references as needed.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

Appendix B: Essential Understandings Regarding Montana Indians Applicable to Lesson

http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings.pdf

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 a great diversity among tribal nations, there is 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 predate the "discovery" of North America.

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 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 Indian perspectives frequently conflicts with the stories mainstream historians tell.

Appendix C: Montana Content Standards for Social Studies

http://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision/English-Language-Arts-Literacy-Standards

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

Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

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

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

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

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

Assessment Rubric for Journal Assignments

Category	4	3	2	1
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Neatness	Draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	Draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	Draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	Draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.

Assessment Rubric for Listening and Sharing: Class Discussion

Category	4	3	2	1
Respects Others	Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting.	Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.	Student interrupts once or twice, but comments are relevant. Stays in assigned place without distract-ing movements.	Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others.
Comprehension	Student seems to understand entire story and accu-rately answers 3 questions related to the story.	Student seems to understand most of the story and accurately answers 2 questions related to the story.	Student understands some parts of the story and accurately answers 1 question related to the story.	Student has trouble understanding or remembering most parts of the story.
Participates Willingly	Student routinely volunteers an-swers to questions and willingly tries to answer ques-tions s/he is asked.	Student volun-teers once or twice and willingly tries to all questions s/he is asked.	Student does not volunteer answers, but willing tries to answer questions s/he is asked.	Student does not willingly participate.

Assessment Rubric for Compare and Contrast Poster

Category	4	3	2	1
Title	Title can be read from 4 ft. away and is quite creative.	Title can be read from 4 ft. away and describes content well.	Title can be read from 3 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

Assessment Rubric for Final Paper: Own Oral History

Category	4	3	2	1
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Neatness	The final draft of the story is readable, clean, neat, and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat, and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.