

Indian Education for All Resources Sent to School Libraries 2015-16

All Schools

Crossing Boundaries Through Art: Seals of Montana Tribal Nations Model Lesson by OPI Indian Education Division in collaboration with Teresa Heil and Marina Weatherly; Montana Office of Public Instruction, 2015

◇ 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. 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.

[Programs > Indian Education > IEFA Teacher Lesson Plans and Resources > Art > grade level specific tabs](#)

Evaluating American Indian Materials and Resources for the Classroom, revised and updated by Laura Ferguson, original version compiled by Dr. Murton McCluskey, 1992; Montana Office of Public Instruction, 2015

◇ This publication may be used to assist educators and students in choosing books and instructional materials that provide accurate information about American Indians.

[Programs > Indian Education > Indian Education 101 tab > Curriculum Development and Implementation section](#)

Montana Indians Their History and Location by OPI Indian Education Division; Montana Office of Public Instruction, 2016

◇ This is an update of a publication that has been used many years in Montana schools. The information in this publication on the tribes in Montana has been written by tribal members. There is also a section regarding Urban Indians.

[Programs > Indian Education > Indian Education 101 tab > People, Place, and History section](#)

“Montana Native History Indigenous History Card Game,” by Native Teaching Aids.

This interactive card game, contains a set of historical facts about Montana Native American history. This game teaches critical thinking, strategy, and history.

High Schools

Investigating the First Peoples, The Clovis Child Burial A Curriculum Guide for Grades 8-12 by Courtney L. Agenten, Crystal B. Alegria, and Shane Doyle; Project Archaeology and Montana Office of Public Instruction, 2014

◇ This curriculum guide includes texts by and about American Indians, supports Common Core State Standards, and integrates the *Essential Understandings Regarding Montana Indians*. 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.

[Programs > Indian Education > Indian Education for All > IEFA Teacher Lesson Plans and Resources > Social Studies > 6-8, 9-12](#)

Study Guide and Timeline for “The Whole Country Was... ‘One Robe’”: The Little Shell Tribe’s America

◇ This study guide, written by Dr. Nicholas Vrooman, is designed to accompany the Montana Tribal Histories Project book, *“The Whole Country was... ‘One Robe’”: The Little Shell Tribe’s America*. 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 *Essential Understandings Regarding Montana Indians*.

[Programs > Indian Education > Indian Education for All > IEFA Teacher Lesson Plans and Resources > Social Studies > 6-8, 9-12](#)

To Be Women And Salish: Four Portraits – Sack Woman, Lorena Burgess, Anges Vanderburg, & Oshanee Kenmille by Jennifer Finley and edited by Sarah Bennett; Npustin, 2013

◇ 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).

Middle School (5-8)

Code Talker

◇ This revised unit written by Justine Jam 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 and includes reading, writing, and speaking activities along with teacher tips and assessment tools.

[OPI > Indian Education > Indian Education for All > IEFA Teacher Lesson Plans and Resources > Language Arts, Literature – 3-5, 6-8](#)

Counting Coup: Becoming a Crow Chief on the Reservation and Beyond by Joseph Medicine Crow
Model Teaching Unit English Language Arts Secondary Level with Montana Common Core Standards

◇ This revised unit written by Dorothea Susag 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 and includes reading, writing, and speaking activities along with teacher tips, assessment tools, and a bibliography.

[OPI > Indian Education > Indian Education for All > IEFA Teacher Lesson Plans and Resources > Language Arts, Literature > 3-5, 6-8](#)