

# Indian Education for All

## Resources Sent to School Libraries

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

### BOOKS – INFORMATIONAL

*American Indian Contributions to the World –*

- Buildings, Clothing, and Art* by Emory Dean Keoke and Kay Marie Porterfield. Facts on File, 2005.
- Food, Farming, and Hunting* by Emory Dean Keoke and Kay Marie Porterfield. Facts on File, 2005.
- Medicine and Health* by Emory Dean Keoke and Kay Marie Porterfield. Facts on File, 2005.
- Science and Technology* by Emory Dean Keoke and Kay Marie Porterfield; Facts on File, 2005.
- Trade, Transportation, and Warfare* by Emory Dean Keoke and Kay Marie Porterfield. Facts on File, 2005.

All Schools

[\*American Indian Music: More Than Just Flutes and Drums A Guide to American Indian Music\*](#) by Scott S. Prinzing, M.Ed. Montana Office of Public Instruction, 2009, 2018..

All Schools

- ❖ This guide, put together by music educator Scott Prinzing, provides an overview of different genres of contemporary and traditional American Indian music alongwith Website links for further study. Additionally, a CD of music performed by Montana Native American artists accompanies this guide as a supplementary classroom resource.

*Arrowheads, Spears, and Buffalo Jumps: Prehistoric Hunter-Gatherers of the Great Plains* by Lauri Travis and illustrated by Eric Carlson. Mountain Press, 2018.

All Schools

- ❖ 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.

*A Broken Flute: The Native Experience in Books for Children* by Doris Seale and Beverly Slapin, eds. AltaMira Press and Oyate, 2005.

All Schools

- ❖ 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.

[\*Directory of Indian Education Programs in Montana\*](#). Montana Office of Public Instruction.

All Schools

- ❖ This 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. This document is now updated each year and posted on the website.

*Do All Indians Live in Tipis? Questions and Answers from the National Museum of the American Indian.* Collins in Association with the National Museum of the American Indian, Smithsonian Institution, 2007.

All Schools

- ❖ This 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.



*Encyclopedia of American Indian Contributions to the World: 15,000 Years of Inventions and Innovations* by Emory Dean Keoke and Kay Marie Porterfield. Facts on File, 2003. [All Schools](#)

- ❖ 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.

[Essential Understandings Regarding Montana Indians](#). Montana Office of Public Instruction, 2001, 2010, 2012, 2019, 2024. [All Schools](#)

- ❖ 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 and 2024. A flip book is also available in print.

[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. [All Schools](#)

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

[The Framework: A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All](#) by Dr. Tammy Elser. Montana Office of Public Instruction, 2010, 2020. [All Schools](#)

- ❖ 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.

[History and Foundation of American Indian Education](#) by Stan Juneau with revisions and updates by Walter Fleming and Lance Foster. Montana Office of Public Instruction, 2001, rev. 2012-2013. [All Schools](#)

- ❖ 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.

*A History of the Cheyenne People* by Tom Weist. Council for Indian Education, 1977, 2003 Edition. [Middle/Junior High and High Schools](#)

- ❖ The history of the Cheyenne people for over three centuries up to the late 1970s.

*A Kid's Guide to Native American History* by Yvonne Wakim Dennis and Arlene Hirschfelder. Chicago Review Press, 2009. [Elementary Schools](#)

- ❖ 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.

*Montana Fish, Wildlife and Parks Background Information on Issues of Concern for Montana: Plains Bison Ecology, Management, and Conservation* by Stephanie Adams and Arnold Dood. Montana Fish, Wildlife and Parks, 2011. [High Schools](#)

- ❖ This publication can be used in conjunction with the Fort Peck Place Names unit.

[Montana Indians: Their History and Location](#). Montana Office of Public Instruction, 2006, 2016.

All Schools

- ❖ 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.

[Montana Indians: Their History and Location](#). Montana Office of Public Instruction, 2006, 2016.

All Schools

- ❖ 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.

*Montana Native Plants & Early Peoples* by Jeff Hart. Montana Historical Society, 1996. High Schools

- ❖ 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.

*Native America in the Twentieth Century, An Encyclopedia*, edited by Mary B. Davis. Garland Publishing, 1996. All Schools

- ❖ The emphasis of this book is on Indian peoples today.

*A Native American Thought of It: Amazing Inventions and Innovations* by Rocky Landon and David MacDonald. Annick Press, 2008. Elementary, Middle/Junior High Schools

- ❖ 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.

*Native North American Almanac: A Reference Work of Native North Americans in the United States and Canada*, Second Edition, edited by Duane Champagne. Gale Group, 2001. All Schools

- ❖ 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.

*A Process Guide for Realizing Indian Education for All: Lessons Learned from Lewis & Clark Elementary School* by Phyllis Ngai and Karen Allen. Phyllis Ngai, 2007. All Schools

- ❖ 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.

*A Taste of Heritage* by Alma Hogan Snell. Bison Books, 2006. High Schools

- ❖ 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.

## BOOKS – STORY

*Bowwow Powwow* by Brenda J. Child. Minnesota Historical Society Press, 2018.

Elementary Schools (to grade 4)

- ❖ 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. [Language Arts Model Teaching Unit](#)

*Double! Not Half.* by Rodney Gotula. Bookbaby, 2018.

Elementary Schools (to grade 4)

- ❖ 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. [Language Arts Model Teaching Unit](#)

*Elk Morning At The Battle of Arrow Creek* as interpreted by A. J. Otjen and Sabrena Half, illustrated by Kevin Red Star. Bakatte, LLC, 2022.

Elementary Schools (grades 3-5)

- ❖ 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. [Language Arts Model Teaching Unit](#)

*Elk Morning Counts His First Coup* by A.J. Otjen and Bessie Stopsatpretttyplaces; illustrated by Aalisha Old Bull, Zachery Birdfaraway, and Larry Big Lake. Bakaate, 2021.

Elementary Schools

- ❖ This book tells the story of Elk Morning's 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. [Language Arts Model Teaching Unit](#)

*How a Young Brave Survived* told by Adeline Mathias. Salish Kootenai College Press, 1986.

Middle/Junior High Schools

- ❖ This story is about the experience of a Kootenai youth during the 18th century.

[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.

Elementary Schools

### Assiniboine

- *How the Morning and Evening Stars Came to Be and Other Assiniboine Indian Stories*, illustrated by Lisa Ventura. 1978.
- *How the Summer Season Came and Other Assiniboine Indian Stories*. 1978.

Montana Historical Society Press in cooperation with the Fort Peck Assiniboine and Sioux Tribes and Fort Belknap Tribes, 2003

### Blackfeet

- *The Blacktail Dance* by Joan Kennerly, Carmen Marceau, Doris Old Person, June Tatsey, illustrated by Melvin Tailfeathers. 1978.
- *A Little Boy's Big Moment* by Joan Kennerly, Carmen Marceau, Doris Old Person, June Tatsey, illustrated by Melvin Tailfeathers. 1977.
- *Pat Learns About Wild Peppermint* by Joan Kennerly, Carmen Marceau, Doris Old Person, June Tatsey, illustrated by Melvin Tailfeathers. 1978.

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- *The Lone Pine Tree and The Lodge Journey* by Carmen Marceau, Doris Old Person, June Tatsey, Patricia Tatsey Bachaun, illustrated by Melvin Tailfeathers. 1978.
- *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 Melvin Tailfeathers. 1978.
- *School & Helpers* developed by Joan Kennerly, Carmen Marceau, Doris Old Person, and June Tatsey; 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.

### **Crow**

- *Far Out, a Rodeo Horse (1977) & End of Summer (1977)*, written and illustrated by Henry Real Bird.
- *Grandma Rides in the Parade*, written by Joy Yellowtail Toineeta and illustrated by Audrey Tomeeta. 1978.
- *I am a Rock & My Name is POP (1977)*, written and illustrated by Henry Real Bird. 1978.
- *Santa Claus Comes to the Reservation*, written and illustrated by Henry Real Bird. 1977.
- *Tepee, Sun and Time* written and illustrated by Henry Real Bird. 1978.
- *Water Story & Birds and People*, written and illustrated by Henry Real Bird. 1978, 1977.

### **Northern Cheyenne**

- *The Bear Teepee*, told by Julia Pine and illustrated by Donna Livingston. 1978.
- *Insects Off to War & The Bob-Tailed Coyote* by members of the Northern Cheyenne Research and Human Development Association and illustrated by Dale Brady. 1977.
- *Little Ghost Bull & The Story of Firemaker* by members of the Northern Cheyenne Tribe and illustrated by Donna Livingston. 1978.
- *Philene and Buttons* by members of the Northern Cheyenne Research and Human Development Association; illustration produced from photograph by Susan Stratman, 1977.

### **Salish/Kootenai/Pend d' Oreille (culture committees)**

- *Coyote Stories of the Montana Salish Indians*, developed by the Salish Culture Committee, cover illustrated by Tony Sandoval. 1981, 1999.
- *How Marten Got His Spots and Other Kootenai Indian Stories*, developed by the Kootenai Culture Committee. 2000.
- *Mary Quequesah's Love Story: A Pend d'Oreille Indian Tale*, told by Pete Beaverhead. 1981, 2000.
- *Owl's Eyes and Seeking a Spirit: Kootenai Indian Stories*, developed by the Kootenai Culture Committee, cover illustration by Debbie Joseph Finley. 1981, 2000.

Salish Kootenai College Press and the Montana Historical Society Press.

- *The Buffalo of the Flatheads (Salish)*, told by Pete Beaverhead, Eneas Pierre, Louise Vanderburg, and Agnes Vanderburg, Illustrated by Dwight Billedeaux. 1981.

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- *Coyote and the Man Who Sits on Top* (Salish), told by Johnny Arlee and illustrated by Tony Sandoval. 1978.
- *Coyote and the Mean Mountain Sheep* (Salish) told by Johnny Arlee and illustrated by Tony Sandoval. 1978.

### Sioux

- *The Turtle Who Went to War and other Sioux Stories*; Montana Historical Society Press in cooperation with the Fort Peck Assiniboine and Sioux Tribes. 1978, 2003.

Unless otherwise indicated, these were reprinted by the Montana Office of Public Instruction, 2009. Copyrights held by the respective tribes.

*Powwow Summer: A Family Celebrates the Circle of Life* by Marcie Rendon. Minnesota History Society Press, 2013. [Elementary Schools \(to grade 4\)](#)

- ❖ This book follows a family from Minnesota as they travel the powwow trail.

*Story of Grizzly Bear Looking Up*, illustrated by Antoine Sandoval. Npustin Press, 2008.

[Elementary Schools](#)

- ❖ The story of a young Salish boy who survived the 1780's smallpox epidemic and later became a tribal leader.

## MODEL LESSONS/UNIT PLANS, TEACHING GUIDES, & CURRICULUMS

[100 Years: One Woman's Fight for Justice](#) by Anne des Rosier Grant. Montana Office of Public Instruction, 2017.

*100 Years One Woman's Fight for Justice* DVD developed by Fire in the Belly Productions. [High Schools](#)

- ❖ This interdisciplinary unit for English Language Arts, Social Studies, and Media Literacy is intended for the middle school and high school level. The curriculum unit is based on the award-winning DVD *100 Years: One Woman's Fight for Justice*, 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.

*Bull Trout's Gift, Field Journal, and Explore the River* DVD by the Confederated Salish & Kootenai Tribes. 2011. [Middle/Junior High Schools](#)

- ❖ This is a three-part, integrated multimedia curriculum framed by the cultural values of the Salish and Pend d'Oreille people. This set focuses 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.

*Bull Trout's Gift, Field Journal, and Explore the River* DVD by the Confederated Salish & Kootenai Tribes. 2011. [Middle/Junior high Schools](#)

- ❖ 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.

*Connecting Cultures and Classrooms: K-12 Curriculum Guide for Language Arts, Science, and Social Studies*, developed by Sandra J. Fox. Montana Office of Public Instruction, 2006. [All Schools](#)

- ❖ This guide provides background information, ideas for classroom lessons, and native based literature.

*Fort Peck PlaceNames: Building Worldviews Using Traditional Cultures*. Montana Office of Public Instruction, 2014. [High Schools](#)

- ❖ 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.

[\*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 [High Schools](#)

- ❖ This curriculum guide includes texts by and about American Indians. It supports the *Montana Content Standards for English Language Arts and Literacy* 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.

*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. [High Schools](#)

- ❖ 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).

## Art

*Crossing Boundaries Through Art: Seals of Montana Tribal Nations*, in collaboration with Teresa Heil and Marina Weatherly. Montana Office of Public Instruction, 2015. [To appropriate grade level schools](#)

- ❖ 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.

## Health Enhancement

*Native Games of Montana Tribes*. International Traditional Games Society, 2016. [All Schools](#)

- ❖ 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.

[Traditional Games Units](#), developed by The International Traditional Games Society; Montana Office of Public Instruction, 2009, 2011, 2013 All Schools

- ❖ This contains eleven model lessons aligned with the Montana Health Enhancement Performance and Content Standards and the Essential Understandings regarding Montana Indians and offers activities for kindergarten through Grade 10.

## Language Arts

[Model Teaching Unit Language Arts – Secondary Level for American Indian Stories by Zitkala-Sa Gertrude \(Simmons\) Bonnin](#) by Dorothea Susag. Montana Office of Public Instruction, 2010. High Schools

- ❖ 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. book also provided (to middle school grades also)

*Arlee Public Schools K-12 Literature Units*. Montana Office of Public Instruction, 2008. All Schools

- ❖ The literature units, developed by Arlee Public Schools staff, 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.

[Model Teaching Unit Language Arts – Grades 4-8 for Larry Loyie’s As Long As the Rivers Flow](#) by Tammy Elser. Montana Office of Public Instruction, 2011. Elementary Schools  
Middle/Junior High Schools

- ❖ 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.

[Model Teaching Unit Language Arts – Grades 5-8 Text-based Inquiry Unit, for Louise Erdrich’s The Birchbark House](#), developed by Tammy Elser. Montana Office of Public Instruction 2012. Middle/Junior High Schools

- ❖ This unit is designed to teach the essential understandings about Montana tribes with an emphasis on the Anishinaabe (Chippewa or Ojibwa). book also provided (4th-8th grades)

[Birthright: Born to Poetry](#), compiled by Dorothea Susag. Montana Office of Public Instruction, 2012. High Schools

- ❖ This volume of 32 poems written by ten Montana Indian poets is presented with tips for understanding; themes; topics; notes from the poets; discussion, research, and writing suggestions; and photos and brief bios of the poets. [poets reading their poetry](#)



[Model Teaching Unit Language Arts – Middle School Level for Joseph Bruchac’s Code Talker: A Novel About the Navajo Marines of World War Two](#), by Justine Jam. Montana Office of Public Instruction, 2010, 2014. Middle/Junior High Schools

- ❖ 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.  
The book was also provided.

[Model Teaching Unit Language Arts – Middle School Level for Joe Medicine Crow’s Counting Coup: Becoming a Crow Chief on the Reservation and Beyond](#) by Megkian Doyle, Dorothea Susag, and Shane Doyle. Montana Office of Public Instruction, 2010, 2014. Middle/Junior High Schools

- ❖ 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.

[Model Teaching Units Language Arts – Elementary Level Volume 1](#)

- *The Little Duck Sikihsis* by Beth Cuthand, *The Good Luck Cat* by Joy Harjo, *Jingle Dancer* by Cynthia Leitich Smith, *The Moccasins* by Earl Einarson, and *Red Parka Mary* by Peter Eyvindson.

[Model Teaching Units Language Arts – Elementary Level Volume II](#)

- *Where Did You Get Your Moccasins?* by Bernelda Wheeler, *The Gift of the Bitterroot* as told by Johnny Arlee and Antoine Sandoval, *Beaver Steals Fire: A Salish Coyote Story* by the Confederated Salish & Kootenai Tribes, and *The War Shirt* by Bently Spang.

Montana Office of Public Instruction 2010, 2013. Elementary Schools

- ❖ These literature units are aligned to the Essential Understandings Regarding Montana Indians and the Montana Content Standards for English Language Arts and Literacy. The units provide detailed guides for studying the books, along with teacher tips, assessment tools, and bibliographies.

books provided to all schools grades K-4  
*Beaver Steals Fire* – one per elementary district  
*The War Shirt* not provided

[Fools Crow by James Welch Model Teaching Unit English Language Arts Secondary Level with Montana Common Core Standards](#) by Dorothea Susag. Montana Office of Public Instruction, 2010, 2014. High School

- ❖ 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. book also provided

*It’s Like My Heart Pounding: Imaginative Writing for American Indian Students* by Mick Fedullo. Mick Fedullo, 2013. High Schools; Middle/Junior High Schools

This book provides lessons for writing poetry using examples by Native American poets. Each lesson addresses a different expressive language technique with discussion of example poems and other items regarding the lesson. It also provides writing time for students to write their own poems.

[Model Teaching Unit Language Arts – Grade 4 for Jim Thorpe’s Bright Path](#) by Tammy Elser. Montana Office of Public Instruction, 2010. Elementary Schools (grades 4 and up)

- ❖ This unit will help students learn to analyze primary source documents within this interdisciplinary study unit. book also provided.

[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](#) by Dorothea Susag. Montana Office of Public Instruction, 2010, 2014. High Schools

- ❖ 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. book also provided

[Model Teaching Unit Language Arts – Middle School Level for Marlene Carvell’s Sweetgrass Basket](#) by Michael Munson-Lenz and Debra Westrom. Montana Office of Public Instruction, 2010. Middle/Junior High Schools

- ❖ 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. book also provided

[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](#), by Dorothea Susag. Montana Office of Public Instruction, 2010, 2014. High Schools

- ❖ 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. book also provided (to middle school grades also)

[Model Teaching Unit Language Arts – Secondary Level for D’Arcy McNickle’s Wind From an Enemy Sky](#), Montana Office of Public Instruction, 2010, 2017. High Schools

- ❖ 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. book also provided

## Mathematics

[Model Lesson Plans – Mathematics](#). Montana Office of Public Instruction, 2010, 2018. Appropriate grade level schools

- ❖ 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.

## Science

[Model Teaching Units – Science](#). Montana Office of Public Instruction, 2010. K-8

Elementary Schools; Middle/Junior High Schools

- ❖ 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.

*PlaceNames Curriculum: Building Worldviews Using Traditional Cultures and Google Earth*, developed in conjunction with Hellgate Elementary School's Ready-to-Go grant. Montana Office of Public Instruction and Spatialsci, 2008.

Middle/Junior High Schools

- ❖ This unit includes a teacher's guide, student journal, PlaceNames CD, Google Earth tutorial, *Seasons of the Salish/Pend d'Oreille* 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.

## SOCIAL STUDIES

[Bringing the Story of the Cheyenne People to the Children of Today Northern Cheyenne Social Studies Units](#) by Northern Cheyenne Curriculum Committee. Montana Office of Public Instruction, 2006.

All Schools

- ❖ 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.

[Model Lesson Plans – Social Studies](#), Grades K-6, Grades 7-8, High School. Montana Office of Public Instruction, 2008, 2017-2018

Grade appropriate schools

- ❖ 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.

## TRIBAL HISTORIES

[The Apsáalooke \(Crow Indians\) of Montana A Tribal Histories Teacher's Guide](#) by Phenocia Bauerle, Cindy Bell, Luella Brien, Carrie McCleary, Timothy McCleary, and Hubert B. Two Leggins. Montana Office of Public Instruction, 2010.

All Schools

- ❖ This teaching guide has information regarding the historical timeline, the beginning of the Apsáalooke, historic Apsáalooke culture, early reservation life, and present-day life.

*Challenge to Survive History of the Salish Tribes of the Flathead Indian Reservation*, Salish Kootenai College, 2008.

All Schools

- a. *Unit I Pre-1800 From Time Immemorial: Traditional Life*
- b. *Unit II 1800 – 1840 Three Eagles and Grizzly Bear Looking Up Period*
- c. *Unit III 1840 – 1870 Victor and Alexander Period*
- d. *The Lower Flathead River Flathead Indian Reservation*
- e. *Unit IV 1870 – 1910 Charlo and Michel Period – 2011*

❖ These provide 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.

*Days of the Blackfeet: A Historical Overview of the Blackfeet Tribe for K-12 Teachers* (Book, DVD, and five posters) by Carol Murray. Montana Office of Public Instruction, 2010.

All Schools

❖ Provides accurate tribal history of the Blackfeet Tribe. Funding for this project came from the Montana Legislature in 2005 with appropriation of funds to tribal colleges to write their own tribal history to assist in the implementation of Indian Education for All.

*The History of the Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana 1800-2000*, by David Miller, Dennis Smith, Joseph R. McGeshick, James Shanley, and Caleb Shields. Fort Peck Community College and the Montana Historical Society, 2008.

All Schools

*The History of the Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, 1600-2012*, by David Miller, Dennis Smith, Joseph McGeshick, James Shanley, and Caleb Shields. Fort Peck Community College, 2012.

High Schools

❖ These books provide accurate tribal history of the Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation.

*We, the Northern Cheyenne People: Our Land, Our History, Our Culture*. Chief Dull Knife College, 2008.

All Schools

❖ Tribal history of the Northern Cheyenne Tribe.

[Montana Tribal Histories Educators Resource Guide](#) and [Companion DVD](#), developed by Julie Cajune. Montana Office of Public Instruction, 2011.

All Schools

❖ This document incorporates information about Montana tribes into social studies and language arts instruction. It chronologically follows federal policy periods through their impact on tribes. It is designed to accompany and supplement the tribal histories developed by the tribal colleges and provided to K-12 districts in the state. There is also a [timeline](#) for each reservation in Montana.

*“The Whole County was... ‘One Robe’” The Little Shell Tribe’s America*, Nicholas C.P. Vrooman. Little Shell Tribe of Chippewa Indians of Montana and Drumlummon Institute, 2012.

All Schools

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 EuroAmerican culture and is present in Montana today.

[Study Guide and Timeline for “The Whole Country Was... ‘One Robe’”: The Little Shell Tribe’s America](#) by Dr. Nicholas Vrooman. Montana Office of Public Instruction, 2015. [High Schools](#)

- ❖ This study guide is designed to accompany the Montana Tribal Histories Projectbook, *“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*.

## CDs/DVDs (and related guides)

*Art and Identity Redefined Inside the Mind of the Modern American Indian Artist*. Center for American Indian Policy and Applied Research, 2012. [High Schools](#)

- ❖ 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.

This DVD resource can be used with both students and staff to help expand perspectives regarding American Indian artists and their art.

*Assiniboine Chief Rosebud Remembers Lewis and Clark*. Valley County Historical Society, 2004.

[All Schools](#)

- ❖ In the spring of 1805, the Lewis and Clark Expedition spent 29 days traveling through Assiniboine (Nakoda) hunting territory. They noted many signs of the people who 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.

*Before There Were Parks Yellowstone and Glacier Through Native Eyes*. KUSM-TV, 2009. [High Schools](#)

- ❖ This DVD, narrated by N. Scott Momaday, was 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.

*Cante Etanhan Iapi*. Fort Peck Tribes and Montana Language Preservation Pilot Program, 2014.

[High Schools](#)

- ❖ 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 (Assiniboine) 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.

*Facing the Storm Story of the American Bison*. High Plains Films, 2011

[High Schools](#)

- ❖ 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.

*Finding Common Ground Guiding Growth on the Flathead Indian Reservation*. Confederated Salish & Kootenai Tribes, 2007. [Middle/Junior High Schools; High Schools](#)

- ❖ 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.

*Fire on the Land*. Confederated Salish & Kootenai Tribes, 2010. [Middle/Junior High Schools](#)

- ❖ This multi-media curriculum resource is a product of the Confederated Salish and Kootenai Tribes and is based on the two-DVD set entitled *Native Peoples and Fire in the Northern Rockies*, which was sent to all public school libraries in 2007.

*Fire on the Land/Beaver Steals Fire*. Confederated Salish & Kootenai Tribes, 2005. [All Schools](#)

- ❖ This 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. *Beaver Steals Fire* is a DVD of an ancient tale of the Salish people, which "teaches both respect for fire and awareness of its significance."

*Heart of the Bitterroot, Voices of Salish & Pend d'Oreille Women*. Npustin, 2007. [All Schools](#)

- ❖ This CD and guide tell the stories of four Salish and Pend d'Oreille women through stories, music, and poetry.

*In the Land of the Assiniboine*. Valley County Historical Society, 2009. [High Schools](#)

- ❖ This DVD features over 60 Fort Peck and Fort Belknap Assiniboine tribal members sharing their stories and perspectives.

[Indian Relay](#). Dye Works, LLC & KUSM-TV/Montana PBS, 2013. [High Schools](#)

This DVD presents the stories of three Indian relay teams in their quest for the Indian Relay National Championship.

*Inside Anna's Classroom*, produced by Julie Cajune. Center for American Indian Policy and Applied Research and Salish Kootenai College, 2011. [High Schools](#)

- ❖ 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 *Wind from an Enemy Sky*. 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.

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.

*Last Stand at Little Big Horn Sitting Bull and Crazy Horse Battle Custer*, written by James Welch and Paul Stekler. WBGH Educational Foundation, 2004. [High Schools](#)

- ❖ 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 James Welch's *Killing Custer: The Battle of the Little Bighorn and the Fate of the Plains Indians*.

[Long Ago in Montana](#) by the Regional Learning Project. Montana Office of Public Instruction, 2006 and 2010. All Schools

[Long Ago in Montana Teacher Guide Suggested for 2nd Grade](#) by the Regional Learning Project. Montana Office of Public Instruction, 2009.

- ❖ 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."

*Montana Skies Blackfeet Astronomy* [DVD](#) and [Guide](#), developed by Lynn Moroney.

*Montana Skies Crow Astronomy* [DVD](#) and [Guide](#), developed by Lynn Moroney.

Montana Office of Public Instruction, 2011.

Elementary Schools

- ❖ These incorporate ethno-astronomy with an accompanying teacher's guide to assist in integrating Indian Education for All in science, social studies, and art.

*Fire in the Northern Rockies*. Confederated Salish & Kootenai Tribes, 2005.

All Schools

- ❖ This set includes *Fire on the Land*, 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 *Beaver Steals Fire*, a Salish Coyote Story.

*Oceti Sakowin: The People of the Seven Council Fires* and *Bridging the Gap: Native American Education*.

South Dakota Public Broadcasting, 2008.

Middle/Junior High Schools; High Schools

- ❖ This DVD provides a brief introduction to and history of the tribes of South Dakota and their traditional ways of life. *Bridging the Gap* 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.

*Place of the Falling Waters, 20th Anniversary Edition*, by Roy Bigcrane and Thompson Smith. Salish Kootenai College Media/KSKC Public Television and Native Voices Public Television Workshop, 1991.

High Schools

- ❖ 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 Place of the Falling Waters* (90 minutes) is used in a model teaching unit based on D'Arcy McNickle's novel, *Wind from an Enemy Sky*. *The Allotment Act: The Worst Thing They Ever Done* (16 minutes) includes historical context.

[Playing for the World, The 1904 Fort Shaw Indian Boarding School Girls Basketball Team](#), produced by John Twiggs. KUFM-TV Montana PBS/TheUniversity of Montana, 2009.

[Model Teaching Unit Playing for the World The 1904 Fort Shaw Indian Boarding School Girls Basketball Team](#) by Dorothea M. Susag. Montana Office of Public Instruction, 2012, 2014. High Schools

- ❖ 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 model teaching unit includes discussion and writing activities for social studies, language arts, and media literacy for 6th – 12th grades.

*Remembering the Songs Music Traditions from the Zuni, Navajo, and Salish.* Heartlines, 2011.

High Schools

- ❖ 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. Complementing the music, is the story of master Diné artist, Paul Thompson, who builds and plays traditional flutes. Through film, audio, and story, *Remembering the Songs* shares music traditions and personal stories from three diverse Indian communities.

*The Return.* High Plains Films, 2012.

High Schools

- ❖ This DVD details what leads up to the return of the bison to the Fort Peck Indian Reservation.

*Science: Through Native American Eyes.* Cradleboard Teaching Project, 1998.

Middle/Junior High Schools; High Schools

- ❖ This is an interactive multimedia CD Rom for Grades 5 to adult. It is a core curriculum in a Native American perspective.

*Seasons of the Salish/Pend d’Oreille.* Confederated Salish & Kootenai Tribes, 2007. Elementary Schools

- ❖ This DVD tells what the Salish/Pend d’Oreille and Kootenai Tribes did during each season of the year. This is part of the Salish PlaceNames curriculum.

*Stories From a Nation Within:* A four-part film series, by Daniel Decker. Heartlines, 2011. High Schools

- ❖ 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.

[The Story of the Bitterroot](#) by Steve Slocomb; Looking Glass Films, 2004.

[Lesson Plan for The Story of the Bitterroot.](#) Montana Office of Public Instruction, 2007. All Schools

- ❖ The DVD tells 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 and 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.

[Talking Without Words](#) (DVD) developed by the Regional Learning Project. Montana Office of Public Instruction, 2006.

[Talking Without Words Teacher Guide – Suggested for 6th Grade](#) developed by the Regional Learning Project. Montana Office of Public Instruction, 2009. All Schools

- ❖ 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.

*Tribal Nations and Guide: The Story of Federal Indian Law.* Tanan Chiefs Conference, 2006. High Schools

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.



[Tribes of Montana and How They Got Their Names](#) DVD developed by the Regional Learning Project. Montana Office of Public Instruction, 2006.

[Tribes of Montana and How They Got Their Names Teacher Guide – Suggested for 4th Grade](#), developed by the Regional Learning Project. Montana Office of Public Instruction, 2010. [All Schools](#)

- ❖ 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.

*Two Worlds at Two-Medicine*. Going-to-the-Sun Institute and Native View Pictures, 2004. [High Schools](#)

- ❖ 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.

[View from the Shore](#). Black Dog Films, 2005.

[All Schools](#)

- ❖ DVD of Native American perspectives on Lewis and Clark.

## POSTERS/OTHER

[Essential Understandings Regarding Montana Indians](#). Montana Office of Public Instruction, 2008, 2010, 2019. [All Schools](#)

[Honor your Self Poster Series](#). Montana Office of Public Instruction, 2009.

[Middle/Junior High Schools/High Schools](#)

- ❖ This series of 24 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.

[Making Montana Proud Poster Series](#). Montana Office of Public Instruction, 2018.

[Middle/Junior High Schools/High Schools](#)

- ❖ This second set of posters developed by the Office of Public Instruction showcases young Montana American Indians and tells their success stories. The individuals were nominated by members from their respective tribes.

[Making Montana Proud Poster Series](#). Montana Office of Public Instruction, 2023.

[Middle/Junior High Schools; High Schools](#)

- ❖ 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.

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

[High Schools](#)

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

Montana reservations/traditional American Indian foods. Full Circle, 2007.

[Middle/Junior High Schools/High Schools](#)

- ❖ One side of this poster highlights Montana Indian reservations and the Little Shell Tribe and has demographic information for each of the Tribal Nations. The other side highlights traditional American Indian foods along with recipes.

Tribal Territories in Montana Wall Map, USGS base map adapted by The University of Montana Regional Learning Project, 2009.

[High Schools](#)

- ❖ 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.