

# Brothers on Three – A True Story of Family, Resistance, and Hope on a Reservation in Montana

## Model Teaching Unit

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### Introduction

This unit plan provides guidance for teaching *Brothers on Three*, the winner of the 2022 Montana Book Award, by Abe Streep. The story covers the impressive title runs of the Arlee Warriors boys' basketball team, but it is about much more than basketball; students will read about tribal history, the importance of community, family, and land connections on reservations, the ongoing challenges of racism, and themes common to many stories of teenagers.

### Unit Plan Organization

#### Study Guide

This plan contains a full set of study guide questions which can check comprehension as well as provide guidance for students as they read chapters. Nearly every chapter has four-five questions ranging from direct comprehension/recall to interpretation and response. Many of the questions ask students to pay attention to elements of the book which are called upon later in the activities. Every single chapter asks, "What is the significance of this chapter's title?" Encourage students to go beyond the obvious reference, which is made explicit in nearly every chapter.

#### Personal Narrative

A personal narrative asks students to find a common theme with the book in terms of its emphasis on community and place.

#### Action Story

A notable feature of *Brothers on Three* is its deft use of language to convey the hectic movement of basketball games, as contrasted with a languid drive into the hills to look for elk sheds, for example. This assignment directs students to write an action story of their own, imitating the author's methods (which are highlighted through some of the questions in the Study Guide).

#### Literary Analysis

One prominent theme of this text is the racism the boys face in many areas of their lives. It is brought up by the players, their parents, and elders, and highlighted by quotes from outsiders such as other teams' coaches. If you choose to incorporate this essay, be sure to alert students to be watching for

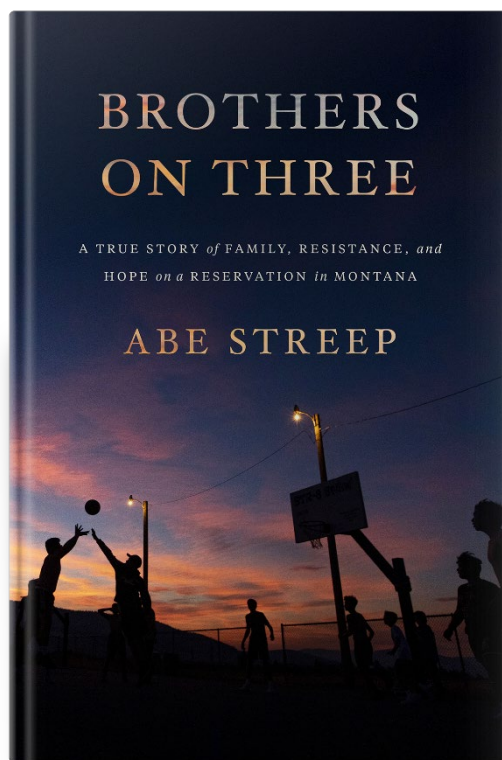


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Indian Education for All Unit

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examples as they read instead of going back to find them after they've finished. There are other notes for the teacher in the assignment itself.

## Close, Analytical Reading

The theme of this section is recruitment. Streep places heavy emphasis on the lack of recruitment of Native boys to play basketball at Division I colleges and shares several suggestions made by people interviewed for the book. The concept of this activity is to provide students with primary source information, offer support to decipher it, and let students come to their own conclusions once they have reviewed all of the primary sources. There are three components: a math problem where students find the proportion of predominantly Native schools to all schools (subdivided into Class A, B, and C for size) and compare that to the number of Native schools that have won boys' tournaments in their classes; a news story focusing on Mick Durham's quote from 2001 and Native players' and coaches' responses to it; and another news story about Titus Yearout, a stunning player from Lapwai, Idaho, not all that different from Arlee. Each component has its own questions for students to consider (in writing or verbally) and there is a discussion guide afterward.

## Montana Content Standards

### Social Studies

(1) The civics and government content standards for ninth through twelfth grade are that each student will:

(e) evaluate how citizens and institutions address social and political problems at the local, state, tribal, national, and/or international levels.

(4) The history content standards for ninth through twelfth grade are that each student will:

(a) analyze how unique circumstances of time, place, and historical contexts shape individuals' lives;  
(c) identify ways in which people and groups exercise agency in difficult historical, contemporary, and tribal contexts

### English Language Arts and Literacy

#### Reading Standards for Literature

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including works by and about American Indians.

RL.9-10.2 Determine a theme or central idea of a text, including those by and about American Indians, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

#### Writing

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W9-10.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

## Essential Understandings Regarding Montana Indians (EU)

### EU 2 – Individual Diversity

Just as there is 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.

### EU 3 – Beliefs, Spirituality, Oral Histories Persist

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.

### EU 4 – Reservations – Land Reserved by Tribal Nations

Though there have been tribal peoples living successfully on the North American lands for millennia, reservations are lands that have been reserved by or for tribes for their exclusive use as permanent homelands. Some were created through treaties, while others were created by statutes and executive orders.

### EU 6 – History from American Indian Perspectives

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 American Indian perspectives frequently conflicts with the stories mainstream historians tell.

### EU 7 – Tribal Sovereignty

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

## Study Guide

### Part 1

#### Prologue - I'll Be There

1. What is a suicide cluster and why is it an important part of this chapter?
2. According to the census, what is the size of Arlee?
3. What happened during the 2016 championship?
4. How can you tell that Will's great-grandmother is very important to him?
5. What is the significance of this chapter's title?

## Chapter 1 - We Just Know

1. What role(s) does death play in this chapter? In other words, how is it described and how does it affect the people?
2. Much of this chapter is dedicated to explaining the importance family members have to Will and Phil. Pick three of these family members and summarize why those people are important to the boys. Use details from the chapter.
3. What details in this chapter tell us that Will and Phil are destined to be successful athletes?
4. What is the significance of this chapter's title?

## Chapter 2 - They're Following You

1. Describe the differences between Phil's and Will's journeys to the team and the basketball court as they are described in this short chapter.
2. Will's dad and Will's mom have two different beliefs about how Will needed to be treated. Describe the differences.
3. During the championship game against Box Elder, the Warriors lost despite Phil's incredible performance. The author writes, "Something was missing." What do you think that "something" is?
4. What is the significance of this chapter's title?

## Chapter 3 - We Need Her

1. Why do you think the author spends time explaining the ACE scores?
2. Why do you think the author explains the drop in Arlee's literacy scores?
3. The author speeds up the narration toward the end of the chapter as he describes the team's newest members and the season. What effect does this speed have, taking the reader through the whole season in just one sentence: "Over the next three months, from December to February, the Warriors lost just one game, against a team called Plains . . .?"
4. What is the significance of this chapter's title?

## Chapter 4 - This Crazy Feeling of Infinity

1. How does the author build suspense around the outcome of this game? Pay attention to how he describes the childhood experiences of Zanen, the coach.
2. Look again at the sections of the chapter where the author describes the game. He speeds up the narrative so reading it is more like being present at the game. Look at sentence length and his use of verbs. Write two examples of places where you think his description accomplishes this.
3. Toward the end of the chapter, a number of people's viewpoints on the win were shared: Alex, David (the superintendent, Greg's dad), Lane J., and Ivory. What do all those reflections suggest?
4. What is the significance of this chapter's title?

## Part 2

### Chapter 5 - Keep Up

1. What is one reason the author notes for why college coaches won't recruit Indian athletes?

2. What's one fact you can recall about blood quantum as described in this chapter?
3. What happened to the land that Zanen hoped would become his one day?
4. What does John, Phil's father, seem most concerned about in this chapter?
5. What is the significance of this chapter's title?

#### Chapter 6 - Never Do It for Yourself

1. What is one reason college coaches give for not recruiting Indian student-athletes?
2. Time for some math: There are three state titles each year that reservation schools could win: Class A, B, and C. That makes 30 possible titles over ten years. Between 1980 and 1990, reservation schools won 8 state titles. What percent of the titles did reservation schools win in that decade? There are 166 schools competing for those titles.
3. What is one suggestion Donnie Wetzel makes to improve retention among Native ball players at college?
4. What is the significance of this chapter's title?

#### Chapter 7 - Almost Exactly the Same

1. Much of this chapter is about what a Division I college expects its potential players to do before trying to play for them. In what ways does Phil both live up to *and* choose not to participate in the process of playing for a Division I school?
2. What are three things that struck you about the way the Salish were pushed from their homeland (the middle of the chapter)?
3. What physical problems begin to crop up for both Phil and Will?
4. What is the significance of this chapter's title?

#### Chapter 8 - He Don't Like to Go Far

1. Describe the summer activities the main players choose to engage in. In your opinion, is it more important for them to choose these than to practice or attend camps, so they can condition and be visible to recruiters?
2. Describe the expectations and hopes the adults in the players' lives have for them. How do these expectations differ from adult to adult? How are they the same?
3. Consider the role of place (the land, the wildlife, the community) in the lives of the people in this book. Can you relate to that? What is your relationship with your place?
4. What is the significance of this chapter's title?

### Part 3

#### Chapter 9 - A Brutal Truth

1. Describe the suicide cluster mentioned in this chapter.
2. How do Dar and Lane demonstrate the commitment to their friendship with Greg? Did this section of the chapter surprise you? Why/why not?

3. Describe the many areas of concern the superintendent, Dave Whitesell, had for what was going on in his world(s).
4. What is the significance of this chapter's title?

#### Chapter 10 - Who's Tired?

1. In what ways does Phil take on the captain role in this chapter?
2. In this chapter you see where the book's title comes from. Explain what it means.
3. Why does Allen, Will's grandfather, think education is so important for Native Americans?
4. What is the significance of this chapter's title?

#### Chapter 11 - This Is the Right Now

1. Zanen ends his pre-game prayer with "let the refs keep up." What does that mean and how does it predict the kind of game that's going to unfold?
2. After the author shares that others have told him he has to *see* Arlee's style of basketball to believe it, he describes the game. He uses long sentences full of action verbs to accomplish this. What effect does this style of writing have? How would it be different with short, choppy sentences or lots of detailed description?
3. Why do you think Dave Whitesell says, "How do you survive a loss?"
4. What is the significance of this chapter's title?

#### Chapter 12 - Why Do You Care What Other People Think?

1. What is the significance of this chapter's title?
2. We started with the "title significance" question because the rest of this chapter's questions revolve around that. Whose thoughts does Zanen care about?
3. Whose thoughts does Phil care about?
4. What do players seem to think about the team from Plains?
5. What does Bear say the Ursulines (nuns) did to him and other students?
6. What is the significance of this chapter's title?

#### Chapter 13 - It's Not by Accident

1. Why do you suppose Allen won't tell Abe (the author) about the shapes on the mountain?

#### Chapter 14 - How Can It Be Business?

1. What problem are the coaches leaving to the varsity players to sort out?
2. What do you think Franny means when he says "Missoula ball"?
3. Why do John and Becky go to Manhattan Christian?
4. What is the significance of this chapter's title?

#### Chapter 15 - Should We Smile?

1. What is the significance of this chapter's title?

## Chapter 16 - A Perfect World

1. In two-three sentences, explain why the Salish have the right to hunt bison.
2. When John says, "There's Indians and there's tribal members," what does he mean?
3. What do the Buffalo Field Campaign people want?
4. Explain Abe's conflict about accepting a gift from John.
5. What is the significance of this chapter's title?

## Chapter 17 - As Good as Your Word

1. This chapter begins to point toward the climax of the narrative (the state championship tournament). What are some details starting to show a trend toward wrapping up the story?
2. What are some unresolved challenges regarding the boys and school?
3. What is the significance of this chapter's title?

## Chapter 18 - If It Could Just Be This

1. What health challenges are the players facing in this chapter?
2. The focus of the narrative has shifted from grades to the tournament. How does this affect your interpretation of the story?
3. What tragic event does the chapter end with?
4. What is the significance of this chapter's title?

## Chapter 19 - It Can Also Break Your Heart

1. What is the significance of this chapter's title?
2. Even though the chapter ends with the title line, plenty of hearts are broken in this chapter. Who loses to Arlee?
3. Do you get the sense that basketball might break some of the Arlee players' hearts?
4. In the game against Manhattan, the author again manages to bring the play alive for the reader. Find one section where you think he does this well and copy it here.
5. What is the significance of this chapter's title?

## Chapter 20 - "Love You" on Three

1. This chapter is very long, covering the entire state tournament in subsections organized by day. What is the effect of this approach on the reader? In other words, why did the author write this chapter this way instead of breaking it into smaller pieces, by games?
2. Arlee faced three tough opponents in the tournament: Belt, Scobey, and Manhattan Christian. The Scobey and Manhattan games were the tightest. Which game did you enjoy reading about more? Why?
3. What additional effect did the success of the second suicide video have, in terms of the way it made people feel about the tournament?
4. After the tournament, some things are revealed. What do we learn Will's physical ailments are? What two things does Greg decide to do?

5. What is the significance of this chapter's title?

## Part Four

### Chapter 21 - The Cracks

1. What happened to Phil's NCAA eligibility and how did that affect his initial offer from the Griz?
2. What happened to Will's offers of interest?
3. After the videos come out and the *New York Times Magazine* article is published, what happens?
4. In general, what is the tone (overall feeling) of this chapter?
5. What is the significance of this chapter's title?

### Chapter 22 - The Singing

1. Where Chapter 20 was a long chapter that covered four days, Chapter 22 is a medium-length chapter covering a whole late spring and summer. Again, consider how the author enables the passage of time to speed up (or slow down). Find two sentences in this chapter that show how he forces time to pass quickly.
2. Consider various viewpoints presented about The Warrior Movement. How do people feel about it?
3. What is your perception of The Warrior Movement?
4. Do you think the final three-on-three is intended to feel like a reunion?
5. What is the significance of this chapter's title?

### Chapter 23 - Home

1. What is the significance of this chapter's title?

### Chapter 24 - Must Be the New Shoes

1. How are things unraveling for Arlee? Identify at least three details that show how this season and team are different from the previous one. To what do you attribute these differences?
2. How does the author become personally involved in some of the drama encircling the team?
3. How do Phil and Will fare during their first years playing for colleges?
4. What is the significance of this chapter's title?

### Chapter 25 - Where It All Began

1. How do you feel about Arlee's loss to Manhattan Christian in their third championship match-up in as many years? Was it a disappointment, or did you see it coming?
2. What is the significance of this chapter's title?

### Chapter 26 - Where We're Gonna Be

1. What is the significance of this chapter's title?



## Personal Narrative

Much of this narrative focuses on the importance of place and community. Below are some examples of how “place” figures into the story and why it is important. Review these examples before you begin your assignment.

- Summer - Chapter 8
- Bison hunt - Chapter 16
- References throughout the book to the way home calls to the boys, especially Phil, Will, and Ty
- Phil’s shed hunting activities
- Final three lines of the book

You can also find examples of “community” throughout the text - the way just about everyone in the town of Arlee travels to the away games, the way the kids relate to their elders and their teachings, the way many of the characters are tied to their culture.

**Write a personal narrative** in which you describe how “place” or “community” has impacted you. Choose two or three experiences, using descriptive language and details, and link them to each other by explaining how they help you understand who you are.

## Action Story

In many places, the author uses a different writing style to speed up and slow down the narrative. In particular, he accomplishes this in describing the movements of the basketball games that are so pivotal to the story. Below is one example from Chapter 20, the semifinal game against Scobey:

With less than three minutes to go in the third quarter, Arlee was still down four. Zanen hopped up and down and screamed on the sideline, and the boys were everywhere. The next sixty seconds passed in a vicious ballet of steals and turnovers. Greg and Will each hit a long three-pointer, the second giving Arlee its first lead. A few possessions later, Scobey brought the ball down and Greg smacked the floor with both hands. The other players followed. Phil took off in a straight line for the ball handler, who looked terrified. Phil ripped it out of the kid’s hands and flew off for a layup, then sprinted back down the court, beckoning to the crowd. The noise sounded like the inside of a breaking wave.

Look at the verbs *hopped*, *screamed*, *smacked*. Look at the adjectives *vicious* and *terrified*. Can you find more words like that in this passage? For other examples, view the game that follows this one against Manhattan Christian and other game descriptions from earlier chapters. You are looking for “showing” language: verbs, adjectives, and nouns that show the reader what you are describing.

**Write an action scene** in which you select something you have seen or can imagine clearly. It does not have to be an athletic event, but it does need to be something with fast movement. Using your best “showing” language and don’t be afraid to be imaginative!

## Literary Analysis

There are numerous references to the theme of racism in this text. Many of them are related to basketball recruitment, but others are related to other events, experiences, and history. You will want

to think about where you saw these references, because in an analysis essay, you need to provide quotes and page numbers from the text.

**Write an analysis** of the book's treatment of racism. Clarify what you see as the book's main theme. Be sure to include a clear thesis, quoted material from the text, and page citations for those quotes.

### Teacher Notes:

Depending on your students' experience with writing analysis essays, you may want to provide them with suggested thesis statements or direction in crafting these. You may also need to show them how to quote text correctly and how to include in-text page citations. This information is not provided in the student instructions in the event they do not need it.

For examining the authors perspective share this [interview](#) with author Abe Strep and facilitate a class discussion. If time permits, select students to read the questions and responses. How does the author address issues regarding stereotypes and racism? How does he describe his approach to writing the story?

For the teacher's assistance, below is a list of references you will find to racism, regarding both college athletic recruitment and other interactions described in the text. Page numbers reference the hardback version published by Celadon.

- Redskin, p. 42 (Ch. 4)
- Charlo tomahawk chop, p. 59 (Ch. 5)
- "Indians don't do nothin," p. 62 (Ch. 6)
- Tepees and horses, p. 76 (Ch. 7)
- Looking white, pp. 96-97 (Ch. 8)
- Definition of racism (Ch. 15)
- John's sense of needing to work harder (Ch. 16)
- Recruiting, p. 233 (Ch. 21)
- Ivory and the papers, pp. 235-236 (Ch. 21)
- Trump/Pocahontas, p. 259 (Ch. 22)
- Recruiting and race, from a MC ex-coach, p. 295 (Ch. 26)

## Critical Study

In this activity, you will consider primary sources and draw inferences based on the main ideas of these sources. First, review the sources as your teacher provides them. Review each one carefully, either reading it, conducting calculations, or considering what type of conclusions can they infer from the sources.

### A. School Records

1. Find the proportion of predominantly Native high schools to predominantly non-Native high schools. To achieve this, first count the number of Class A, B, and C schools on or near reservations. A list is attached. Divide this number by the total number of schools, which is 157. This number was accurate as of the writing of this unit plan. The number you get will be a

decimal, so translate that into a percentage. That is the proportion of predominantly Native schools to all schools in Montana.

2. Between 2000 and 2022, there have been 22 boys' basketball championships in each of the three categories, for a total of 66. Go to the MHSAA website to search the archives or use the attached PDF, start in 2000, and count how many of those schools on/near reservations (use your list from #1) won. Then divide by 66 and you will have the proportion of predominantly Native school champions to all school champions.
  3. Now compare the proportions. Is the ratio the same? What conclusion can you draw about Indian basketball based solely on these numbers? (Note: for an even more impressive number, count also the number of losers - who are really 2nd in state - from those schools as well!)
- B. In this 2018 article from the Great Falls Tribune, [Durham contrite over past comments about Native Americans; others concerned about hire](#), you will read the words Mick Durham said about Native Americans and about reservations. You will also read his defense of those words, as well as information about how he has grown, learned, and changed since then. The point of reading this is not to determine whether Mick Durham is a villain of some kind. Rather, we are looking at the reactions of the two Native people interviewed, Jeremy MacDonald and Mike Chavez.

In your own words, summarize what each says about the effects of Durham's words on Native basketball players considering college either in 2018 when the article came out, and in 2001, when the original quotes were published. Do you agree that a publicly stated attitude like that could affect how Native players feel about their potential college playing careers? Do you think that coaches' attitudes are evident to players and spectators even if they don't state their feelings out loud to the press?

- C. [Lapwai's Titus Yearout leaves lasting legacy on proud and storied program - Scorebook Live](#)
- Titus Yearout, standout 2022 graduate from Lapwai, Idaho, was recruited by the University of Idaho, a Division 1 school. Would you say Titus' experience represents an effective counterargument to the idea offered in *Brothers on Three* that Indian basketball players generally aren't actively recruited by D1 schools? Why or why not?

## Discussion Guide

As always, be sure students are ready to provide evidence for their statements. Guide a discussion in which students use the evidence as well as the text *Brothers on Three* to discuss recruitment of Indian ball players. Following are some sample questions you might use, depending on your students' level of understanding and interest.

1. Is recruitment of Native players a problem? Yes, no, or maybe, and why?
2. Identify solutions to this problem.
3. What role should an athlete's background or heritage play in her or his appropriateness to play at the next level?
4. What role should a college athletic program's attitude toward their backgrounds play in an athlete's decision to attend a college they have been recruited to?
5. In what ways do reservation student-athletes circumstances support them in being potentially successful at the college level (in other words, what might recruiters be overlooking?)

## Additional Resources

“Basketball or Nothing,” Netflix. 2019.

[“Brothers on Three” Author Abe Streep On the Native Basketball Team That Gave A Reservation Hope.](#) Celdon Books

[Chiefs.](#) Down the Rabbit Hole, 2002.

[“Class C: The Only Game in Town.”](#) Montana PBS, February 27, 2008.

[“Live Basketball: Legends of the Lapwai Wildcats.”](#) KLEW, May 24, 2022.

[“Playing for the World.”](#) Montana PBS, Mar 3. 2010.

Smith, Gary. [“Shadow of a Nation: The Crows, Once Proud Warriors, Now Seek Glory - But Often Find Tragedy - in Basketball.”](#) Sports Illustrated, February 18. 1991.

## Appendix

Listing of Schools On/Near Reservations

Montana High School Association Boys’ Basketball Champions 1911 – 2022

## High Schools On/Near Reservations

### **BLACKFEET**

Browning Public Schools  
Cut Bank Public Schools  
Heart Butte K-12 Schools  
Valier Public Schools

### **CROW**

Hardin Public Schools  
Lodge Grass Public Schools  
Pryor Public Schools

### **FLATHEAD**

Arlee Public Schools  
Charlo Public Schools  
Hot Springs Public Schools  
Plains Public Schools  
Polson Public Schools  
Ronan Public Schools  
St. Ignatius Public Schools

### **FORT PECK**

Brockton Public Schools  
Culbertson Public Schools  
Frazer Public Schools  
Nashua Public Schools  
Poplar Public Schools  
Wolf Point Public Schools

### **FORT BELKNAP**

Dodson Public Schools  
Harlem Public Schools  
Hays-Lodge Pole Public Schools

### **NORTHERN CHEYENNE**

Colstrip Public Schools  
Lame Deer Public Schools

### **ROCKY BOY**

Box Elder Public Schools  
Rocky Boy Public Schools

# Montana High School Association Boys' Basketball Champions 1911 – 2022

## Montana High School Association State Boys' Basketball Champions of the Past 1911-2022

1911	Billings 27-Anaconda 20	C	Belfry 52-Thompson Falls 46	1972	AA	Missoula Sentinel 72-Billings West 71	
1912	Anaconda 49-Flathead 13	1954	A	Helena 56-Sidney 51	A	Laurel 47-Hamilton 44	
1913	Sweet Grass Co. 26-Billings 14	B	Fairfield 56-Nashua 53	B	Malta 62-Medicine Lake 61		
1914	Helena 17-Missoula 16	C	Belfry 71-Lodge Grass 55	C	Westby 72-Sheridan 54		
1915	Helena 21-Missoula 12	1955	A	Helena 59-Missoula 52	1973	AA	Missoula Sentinel 76-Missoula Hellgate 63
1916	Helena 17-Sweet Grass Co. 15	B	Shelby 79-Fort Benton 71	A	Custer Co. 44-Dawson Co. 40		
1917	Butte 21-Bozeman 10	C	Stanford 60-Highwood 43	B	Manhattan 83-Browning 65		
1918	Bozeman 15-Custer Co. 11	1956	AA-A	Butte Central 54-Anaconda 50	C	Power 65-Manhattan Christian 51	
1919	Helena 23-Custer Co. 18	AA	Great Falls 60-Anaconda 56	1974	AA	Billings West 71-Helena 63	
1920	Beaverhead 19-Billings 16	A	Custer Co. 65-Sidney 56	A	Poplar 54-Sidney 47		
1921	Billings 22-Forsyth 8	B	St. Ignatius 60-Fort Benton 57	B	Three Forks 58-Terry 51		
1922	Missoula 13-Sweet Grass Co. 12	C	Belgrade 58-Three Forks 47	C	Winifred 53-Granite 43		
1923	Custer Co. 11-Missoula 6	1957	AA	Butte 64-Great Falls 42	1975	AA	Billings West 77-Great Falls 66
1924	Butte 24-Helena 18	A	Sidney 82-Great Falls Central 65	A	Poplar 80-Columbia Falls 78		
1925	Butte 20-Helena 18	B	Cut Bank 60-Anaconda Central 54	B	Med. Lake 52-Miles City Sacred Heart 47		
1926	Billings 26-Hardin 11	C	Drummond 77-Roberts 67	C	Westby 65-Antelope 45		
1927	Billings 25-Butte Central 12	1958	AA	Butte 57-Missoula 51	1976	AA	Great Falls 76-Missoula Sentinel 58
1928	Butte 23-Butte Central 16	A	Sidney 54-Custer Co. 45	A	Plentywood 69-Hamilton 62		
1929	Custer Co. 30-Butte Central 25	B	Red Lodge 78-Cut Bank 52	B	Belt 66-Sweet Grass Co. 55		
1930	Chinook 22-Wolf Point 19	C	Belgrade 65-Troy 64	C	Flaxville 53-Columbus 49		
1931	Custer Co. 35-Whitefish 26	1959	AA	Missoula 52-Butte 49	1977	AA	Great Falls CMR 44-Great Falls 39
1932	Butte 27-Park 15	A	Sidney 52-Great Falls Central 50	A	Dawson Co. 60-Stevensville 59		
1933	Park 42-Bozeman 27	B	Fairfield 66-Powell Co. 53	B	St. Labre 80-Harlem 76		
	Butte 21-Anaconda 19	C	Superior 54-Plains 47	C	Columbus 71-Charlo 58		
1934	A	1960	AA	Billings 87-Missoula 55	1978	AA	Bozeman 53-Missoula Sentinel 48
	B	A	Sidney 47-Hardin 41	A	Butte Central 55-Dawson Co. 48		
1935	A	B	Ronan 80-Fort Benton 37	B	Plentywood 73-Sweet Grass Co. 47		
	B	C	Gildford 82-Bozeman Rosary 52	C	Outlook 55-Manhattan Christian 51		
1936	A	1961	AA	Missoula 79-Park 64	1979	AA	Bozeman 39-Great Falls CMR 36
	B	A	Custer Co. 47-Fergus 42	A	Fergus 65-Dawson Co. 55		
1937	A	B	Wolf Point 44-Malta 39	B	Scobey 69-Plentywood 58		
	B	C	Bozeman Rosary 75-Belgrade 68	C	Flaxville 66-Peerless 50		
1938	A	1962	AA	Great Falls 62-Missoula 59	1980	AA	Billings West 67-Great Falls CMR 43
	B	A	Sidney 64-Fergus 52	A	Browning 68-Fergus 63		
1939	A	B	Wolf Point 67-Roundup 45	B	Lodge Grass 62-Red Lodge 58		
	B	C	Corvallis 58-Sheridan 48	C	Outlook 44-Opheim 35		
1940	A	1963	AA	Billings West 67-Great Falls 64	1981	AA	Billings West 66-Missoula Sentinel 59
	B	A	Park 59-Hardin 56	A	Dawson Co. 52-Custer Co. 41		
1941	A	B	Big Sandy 59-Columbia Falls 53	B	Frenchtown 63-Lodge Grass 58		
	B	C	Superior 50-Broadwater 38	C	Plenty Coups 63-Moore 53		
1942	A	1964	A	Missoula 79-Billings West 72	1982	AA	Flathead 59-Missoula Hellgate 56
	B	B	Harlowton 44-Roundup 39	A	Dawson Co. 59-Park 51		
1943	A	C	Manhattan 67-White Sulphur Springs 47	B	Lodge Grass 58-Circle 55		
1944	A	1965	A	Great Falls 62-Columbia Falls 61	C	Bridger 45-Moore 36	
	B	B	Circle 75-Corvallis 64	1983	AA	Helena Capital 46-Billings Senior 45	
1945	A	C	Miles City Sacred Heart 72-Manhattan 60	A	Park 104-Powell Co. 64		
	B	1966	A	Libby 72-Missoula Hellgate 70	B	Conrad 75-Bigfork 74	
1946	A	B	Cut Bank 60-Chester 46	C	Plenty Coups 68-Manhattan Christian 60		
	B	C	Edgar 59-Stanford 44	1984	AA	Butte 53-Great Falls 50	
1947	A	1967	A	Billings Senior 69-Billings West 67	A	Butte Central 76-Billings Central 73	
	B	B	Conrad 73-Circle 69	B	Jefferson 38-Fairfield 36		
1948	A	C	St. Labre 72-Stanford 70	C	Manhattan Christian 60-Plenty Coups 55		
	B	1968	A	Wolf Point 71-Flathead 55	1985	AA	Missoula Hellgate 52-Missoula Big Sky 47
1949	A	B	Chinook 98-Missoula Loyola 69	A	Park 99-Butte Central 97		
	B	C	Seeley-Swan 70-Roberts 60	B	Malta 95-Browning 90		
1950	A	1969	A	Laurel 57-Flathead 54	C	Absarokee 79-Medicine Lake 68	
	B	B	Choteau 56-Plentywood 45	1986	AA	Missoula Sentinel 60-Flathead 49	
	C	C	Bozeman Rosary 73-Hingham 52	A	Dawson Co. 61-Fergus 41		
1951	A	1970	AA	Flathead 80-Helena 63	B	Chinook 67-Lodge Grass 66	
	B	A	Whitefish 54-Laurel 44	C	Absarokee 53-Hobson 51		
	C	B	Baker 71-Red Lodge 66	1987	AA	Billings Senior 62-Missoula Sentinel 54	
1952	A	C	Park City 79-Hingham 61	A	Dawson Co. 66-Hardin 58		
	B	1971	AA	Helena 76-Billings West 72	B	Plains 85-Wolf Point 81	
	C	A	Sidney 67-Laurel 60	C	Plenty Coups 72-Absarokee 66		
1953	A	B	Malta 72-Conrad 59	1988	AA	Bozeman 50-Missoula Hellgate 42	
	B	C	Busby 65-Saco 64	A	Custer Co. 58-Fergus 45		

	B.....	Lodge Grass 52-Fairfield 48	C.....	Brockton 66-Big Sandy 64
	C.....	Hinsdale 78-Geradline 70	2005 AA.....	Missoula Hellgate 55- Billings West 49
1989 AA.....	.....	Flathead 53-Butte 50	A.....	Columbia Falls 52 - Butte Central 50
A.....	.....	Park 79-Anaconda 70	B.....	Cut Bank 54 - Fairfield 50
B.....	.....	Lodge Grass 91-Cut Bank 83	C.....	Gardiner 50 - Whitewater 37
C.....	.....	Gardiner 69-Saco 65	2006 AA.....	Great Falls High 52 - Bozeman 39
1990 AA.....	.....	Missoula Hellgate 57-Butte 51	A.....	Columbia Falls 52 - Frenchtown 51
A.....	.....	Beaverhead 69-Butte Central 49	B.....	Cut Bank 69 - Roundup 39
B.....	.....	Lodge Grass 94-Whitehall 72	C.....	Melstone 83 - Gardiner 78 OT
C.....	.....	Box Elder 80-Lambert 73	2007 AA.....	Billings West 45 - Butte 37
1991 AA.....	.....	Helena 65-Flathead 55	A.....	Beaverhead Co 61 - Browning 55
A.....	.....	Whitefish 79-Laurel 66	B.....	Huntley Project 62 - Plentywood 54
B.....	.....	Fairfield 56-Conrad 53	C.....	Hays Lodgepole 80 - Big Sandy 67
C.....	.....	Chester 82-Roberts 79	2008 AA.....	Billings West 58-Missoula Sentinel 40
1992 AA.....	.....	Bozeman 65-Missoula Sentinel 43	A.....	Browning 72-Butte Central 52
A.....	.....	Butte Central 68-Stevensville 56	B.....	Shelby 47-Fairfield 30
B.....	.....	Fairfield 53-Conrad 51	C.....	Winifred 68-Rocky Boy 54
C.....	.....	Chester 66-Highwood 64	2009 AA.....	C.M. Russell 57-Billings West 51
1993 AA.....	.....	Missoula Hellgate 71-Billings West 68	A.....	Beaverhead Co. 54-Columbia Falls 50
A.....	.....	Polson 59-Belgrade 58 (OT)	B.....	Fairfield 64-Shelby 60
B.....	.....	Cut Bank 57-Columbus 46	C.....	Twin Bridges 63-Rocky Boy 61
C.....	.....	Highwood 85-Belt 80	2010 AA.....	C.M. Russell 71-Billings West 41
1994 AA.....	.....	Great Falls 83-Bozeman 71	A.....	Laurel 60-Polson 48
A.....	.....	Havre 61-Billings Central 60	B.....	Rocky Boy 58-Shelby 49
B.....	.....	Fairfield 76-Columbus 63	C.....	Big Sandy 51-Power 49
C.....	.....	Reedpoint 63-Belt 62	2011 AA.....	Bozeman 61-Billings West 53
1995 AA.....	.....	Great Falls 70-Helena 62	A.....	Columbia Falls 55- Beaverhead Co. 43
A.....	.....	Hardin 73-Colstrip 65	B.....	Wolf Point 50- Columbus 44
B.....	.....	Fairfield 58-Arlee 46	C.....	Scobey/Opheim 55- Arlee 47
C.....	.....	Belt 81-Peerless 58	2012 AA.....	Billings West 61-Flathead 48
1996 AA.....	.....	Billings Senior 71-Bozeman 58	A.....	Beaverhead Co. 54-Columbia Falls 39
A.....	.....	Billings Central 53-Libby 49	B.....	Malta 67-Manhattan 62
B.....	.....	Malta 61-Fairfield 59	C.....	Fairview 51-Highwood 33
C.....	.....	Scobey 70-Gardiner 38	2013 AA.....	Missoula Hellgate 58-Helena Capital 53 OT
1997 AA.....	.....	Missoula Big Sky 63-Helena 58	A.....	Stevensville 73-Billings Central 59
A.....	.....	Hardin 70-Beaverhead Co. 62	B.....	Malta 66-Wolf Point 62 OT
B.....	.....	Fairfield 73-Glasgow 60	C.....	Roy/Winifred 62-Westby/Grenora 39
C.....	.....	Cascade 54-Saco 52	2014 AA.....	Helena Capital 51-Missoula Hellgate 47
1998 AA.....	.....	Bozeman 64-Great Falls 57	A.....	Columbia Falls 56-Beaverhead Co (Dillon) 47
A.....	.....	Polson 67-Billings Central 58	B.....	Bigfork 71-Columbus 62
B.....	.....	Malta 65-Cut Bank 54	C.....	Box Elder 74-Westby/Grenora 54
C.....	.....	Kremlin-Gildford 60-Bridger 54	2015 AA.....	Billings Skyview 62-Billings West 56
1999 AA.....	.....	Bozeman 67-Billings West 51	A.....	Laurel 61-Beaverhead 52
A.....	.....	Beaverhead Co. 57-Stevensville 37	B.....	Choteau 74-Loyola Sacred Heart 57
B.....	.....	Huntley Project 66-Columbus 36	C.....	Belt 61-Fairview 39
C.....	.....	Kremlin-Gildford 60-Chester 47	2016 AA.....	Billings Skyview 72-Bozeman 56
2000 AA.....	.....	Great Falls CMR 50-Missoula Hellgate 47	A.....	Beaverhead Co (Dillon) 66-Billings Central 61
A.....	.....	Colstrip 55-Stevensville 50	B.....	Choteau 67-Bigfork 59
B.....	.....	Baker 65-Cut Bank 47	C.....	Box Elder 95 - Arlee 73
C.....	.....	Heart Butte 82-Gardiner 70	2017 AA.....	Glacier (Kalispell) 46-Bozeman 42
2001 AA.....	.....	Great Falls CMR 63-Helena 46	A.....	Beaverhead Co (Dillon) 59-Billings Central 45
A.....	.....	Browning 56-Stevensville 51 (OT)	B.....	Malta 54-Anaconda 51
B.....	.....	Three Forks 64-Wolf Point 52	C.....	Arlee 71 - Manhattan Christian 67
C.....	.....	Heart Butte 73-Manhattan Christian 61	2018 AA.....	C.M Russell 81 - Bozeman 69
2002 AA.....	.....	CMR 51-Bozeman 40	A.....	Hardin 47 - Billings Central 43
A.....	.....	Browning 80 - Ronan 62	B.....	Big Fork 60 - Shelby 56
B.....	.....	Harlem 69 - Wolf Point 67	C.....	Arlee 66 - Manhattan Christian 58
C.....	.....	Hays Lodgepole 90 - Heart Butte 71	2019 AA.....	Bozeman 56 - Missoula Hellgate 54 (OT)
2003 AA.....	.....	Bozeman 74 - Flathead 43	A.....	Billings Central 62 - Hardin 44
A.....	.....	Columbia Falls 53-Billings Central 47 OT	B.....	Big Fork 47 - Loyola Sacred Heart 43
B.....	.....	Cut Bank 61 - Manhattan 58	C.....	Manhattan Christian 83- Arlee 51
C.....	.....	Roberts 75 - Plenty Coups 62	2020 AA.....	Billings Skyview & Missoula Hellgate
2004 AA.....	.....	CMR 53-Butte High 45	A.....	Butte Central & Hardin
A.....	.....	Libby 96-Belgrade 89(3OT)	B.....	Fairfield & Lodge Grass
BFairfield	.....	71-Forsyth 632021	C.....	Fairview & Scobey
AA.....	.....	Billings Skyview 62- Great Falls High 60	2022 AA.....	Helena Capital 62- Bozeman 48
A.....	.....	Billings Central 49 - Beaverhead Co. 39	A.....	Butte Central 61-Fergus 58
B.....	.....	Lodge Grass 64 - Manhattan 47	B.....	Three Forks 72 - Harlem 57
C.....	.....	Scobey 64 - Twin Bridges 27	C.....	Manhattan Christian 55 -Froid-Medicine Lake 35