

# COMPANION GUIDE – CONNECTING IEFA AND THE MONTANA COMMON CORE STANDARDS

This resource is intended to provide guidance for instruction that incorporates the Indian Education for All (IEFA) resources aligned with the Montana Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Educators can be assured that by utilizing the units in their instruction, they are addressing the Standards. Indian Education connections provide the content that makes the standards come alive. Both the grade-specific Montana Common Core Standards (MCCS) and the OPI [Essential Understandings Regarding Montana Indians](#) (EU) connections with the OPI IEFA curriculum resources are identified throughout the Companion Guide, along with activities to meet standards.

IEFA units feature text dependent questions - those which specifically ask questions that can only be answered by referring explicitly back to the text being read – promoting close analytic reading. In support of the greater emphasis on proficient reading of complex informational text, each unit specifies the use of related informational texts (regardless of whether the unit focus is fiction or non-fiction), within the lessons and/or extension activities.

Please note that although the Montana Common Core English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects Standards that have been identified as facilitating information about American Indians are highlighted here, IEFA curriculum resources are aligned also with and incorporate the necessary complements of the **College and Career Readiness Anchor Standards**, as well as the **grade specific ones**. While the Indian Education for All recommended resources and units listed in this Companion Guide provide strong connections to the identified grade specific standards (standards approved by the Board of Public Education, Nov. 2011, that specifically reference Montana’s commitment to Indian Education for All), the resources listed in this document are not meant to exclude other useful resources or activities.

Teachers are ... free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards, Montana teachers can use American Indian topics, resources, and literature to meet standards, even where Indian Education for All is not specifically mentioned. (*English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Level*; MT OPI. November 2011, pp. 4).

Please see the OPI website to access the depth and breadth of key and support information available regarding the **Montana Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects**: <http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php>

Also see the OPI IEFA [Curriculum Resources](#) page for a complete listing of IEFA curriculum units.

## GRADE SIX:

### MCCS READING STANDARDS FOR LITERATURE

#### Integration of Knowledge and Ideas

**RL.6.9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics.

**RESOURCE:** [Model Teaching Unit for Joseph Bruchac's \*Jim Thorpe's Bright Path\*](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6

**Activities to Meet Standard:**

The resources in the Unit's Bibliography (36-38) represent various genres including poetry, prose poetry, biographical narratives, movies and documentaries, and historical accounts. The lesson lists and defines ten different genres that teachers may use to support this standard.(36) Also, Heather Cahoon's poem, "Missions," about mission boarding schools on the Flathead Reservation, references a time period similar to that of Carlisle Indian Industrial School and Jim Thorpe's lifetime. The poem appears in [Birthright: Born to Poetry - A Collection of Montana Indian Poetry](#)

**RESOURCE:** [Model Teaching Unit for Larry Loyie's \*As Long As the Rivers Flow\*](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6

**Activities to Meet Standard:**

Students will compare and contrast poems from [Birthright: Born to Poetry - A Collection of Montana Indian Poetry](#) to *As Long As the Rivers Flow*. "Just Wrinkles" (49) and "What I Keep" (43) by Jennifer Green address memories, gifts, and the face of a grandmother. "Missions" (17), by Heather Cahoon, is about mission boarding school on the Flathead Reservation. "You, You Missed Me" (33) by Vic Charlo is about games children play.

**RESOURCE:** [Model Teaching Unit for Louise Erdrich's \*The Birchbark House\*](#)

**Essential Understandings:** #1, #2, #3, #5, #6, #7

**Activities to Meet Standard:**

Students may compare and contrast *The Birchbark House* with several picture books and poems that deal with similar topics or themes:

- *The Sacred Harvest: Ojibway Wild Rice Gathering* by Gordon Regguinti, a contemporary photo essay.
- *The Gift of the Bitterroot*, Bas told by Johnny Arlee, illustrated by Antoine Sandoval, a traditional story followed with informational text about the importance of the bitterroot to the Salish people.
- *The Story of Grizzly Bear Looking Up*, edited by Jennifer Greene and illustrated by Antoine

Sandoval, the story of the impact on the Salish and a young boy of the first smallpox epidemic of 1780.

- “Encampment of Power,” a poem by Minerva Allen in [\*Birthright: Born to Poetry - A Collection of Montana Indian Poetry: Born to Poetry - A Collection of Montana Indian Poetry\*](#)
- “Smallpox in Camp,” a poem by Minerva Allen in *Nakoda Sky People*, Kalispell, MT: Many Voices Press, 2012 (30).

**RESOURCE:** [Model Teaching Unit Middle School Level for Marlene Carvell’s \*Sweetgrass Basket\*](#) (pp. 2, 5-7, 19)

**Essential Understandings:** #2, #5, #6

**Activities to Meet Standard:**

Students will look at the possible audiences for each of the following publications and consider their similar or different approaches to themes and topics related to Indian boarding schools. *Sweetgrass Basket* is historical fiction, and students might also read the following:

- *Away from Home: American Indian Boarding School Experiences* by M. Archuleta, et al. a non-fiction collection of stories and narratives
- *Shi-Shi-Etko* by N. I. Campbell, a picture book
- *Rabbit Proof Fence*, a motion picture.

**RESOURCE:** [Model Teaching Unit for Velma Wallis’ \*Two Old Women: An Alaska Legend of Betrayal, Courage and Survival\*](#)

**Essential Understandings:** #1, #2, #3, #6

**Activities to Meet Standard:**

Students will compare and contrast the following texts from various genres (p. 3, “Materials”):

- *Honoring Native Women’s Voices: A Collection of Stories*, Pablo, MT – biographies of women who have faced challenges and prevailed.
- *How Raven Stole the Sun* by Maria Williams (Tlingit). This children’s book is relevant here because it typifies the traditional stories that Velma Wallis would have heard. It also provides a way of understanding *Two Old Women* because the women trick nature, trick themselves, and they trick the rest of their people. They survive when no one thought they could.
- “Just Wrinkles” in [\*Birthright: Born to Poetry – A Collection of Montana Indian Poetry\*](#) (49). The old woman’s wrinkles “remember things she can’t.” Students might use this poem to imagine what the main characters in *Two Old Women* may have looked and lived like.
- “Good Grease” by Mary TallMountain in *The Light on the Tent Wall: A Bridging*. (12) TallMountain is Athabaskan, like Velma Wallis, and this poem depicts women like the two in Wallis’ novel.

**RESOURCE:** [Model Teaching Unit for Joe Medicine Crow's \*Counting Coup: Becoming a Crow Chief on the Reservation and Beyond\*](#) (p. 11 Bibliography)

**Essential Understandings:** #1, #2, #3, #4, #5, #6, #7

**Activities to Meet Standard:**

Students might read several memoirs or biographies, particularly Crow that are accessible to 6th grade students:

- Alma Hogan Snell's *Grandmother's Grandchild: My Crow Indian Life*
- *Whale Rider* DVD [http://en.wikipedia.org/wiki/Whale\\_Rider](http://en.wikipedia.org/wiki/Whale_Rider)
- Frank B. Linderman's *Plenty Coups: Chief of the Crows*.
- Traditional Crow Story Picture Books (11)
- S. D. Nelson's *Gift Horse: A Lakota Story*, a picture book about the Lakota rite of passage for young men. Both *Counting Coup* and *Gift Horse* answer the question: what does it mean to be a man in my society, and how can I achieve that status in the eyes of my community as well as myself?
- Students may also compare and contrast what the horses mean to the Crow people in *Counting Coup* with Henry Real Bird's "Rivers of Horse" (79-80) in [Birthright: Born to Poetry - A Collection of Montana Indian Poetry](#)

**RESOURCE:** *Playing for the World: The 1904 Fort Shaw Indian Boarding School Girls Basketball Team*. DVD (Note: DVD and print copy of Study Guide are available in high school libraries; also access the [Study Guide](#) online.)

**Essential Understandings:** #1, #2, #4, #5, #6

**Activities to Meet Standard:**

Students compare/contrast the approaches to the boarding school and identity topics, as well as themes of living between two worlds, circles of life, and cultural and personal loss and survival, and stereotypes, using the following:

- Resources listed on pages 2, 11, and 13.
- From *Birthright: Born to Poetry - A Collection of Montana Indian Poetry*
  - "I Take My Home" by Jennifer Greene, about stereotyping and its impact on the speaker,
  - Heather Cahoon's poem, "Missions," about mission boarding schools on the Flathead Reservation.

## MCCS READING STANDARDS FOR INFORMATIONAL TEXT

### Craft and Structure

**RI.6.6** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. Include texts by and about American Indians.

**RESOURCE:** [Model Teaching Unit for Joseph Bruchac’s \*Jim Thorpe’s Bright Path\*](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6

#### Activities to Meet Standard:

To determine the author’s point of view or his purpose, explaining how they determine each, students might read the following:

- A biographical essay by Tom Pollin [“Dropping Back in NFL History: Jim Thorpe, The Multi-Sport Legend,”](#) May 31, 2012 What is Pollin’s opinion about Thorpe, and why did he write this essay?
- A news article from *The New York Times*, Nov. 23, 1899. “Indians Ready to Fight – Sac and Fox Tribesmen Are at Odds with the Government.” (p. 27 in unit)

**RESOURCE:** [Model Teaching Unit for Larry Loyie’s \*As Long As the Rivers Flow\*](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6

#### Activities to Meet Standard:

Students can read and determine point of view and purpose in excerpts from the following:

- “Education of Native Americans” <http://historymatters.gmu.edu/d/4929/>, a paper read by Carlisle Indian Industrial School founder Capt. Richard H. Pratt at an 1892 convention.
- “Student Narrative on Indian Boarding Schools,” by Salish educator, Julie Cajune (p. 27 in unit)
- “From Time Immemorial: Traditional Life – Section C: Education – Childhood” from *Challenge to Survive: History of the Salish Tribes of the Flathead Reservation Unit I Pre-1800*. (p. 33 in unit)

**RESOURCE:** [Model Teaching Unit for Louise Erdrich’s \*The Birchbark House\*](#)

**Essential Understandings:** #1, #2, #3, #5, #6, #7

#### Activities to Meet Standard:

Students can read the following texts, from differing points of view, ask, perhaps, what caused smallpox epidemics among the Indians, and then explain how each point of view is conveyed:

- Military communication, General Jeffrey Amherst (primary source document) (62)
- “Diseases Sweep across the Continent” by Krys Holmes (63)
- “Smallpox: Return of the Great Sorrow” from Part 2, Chapter 5, *Beaver, Bison and Black*

*Robes: Montana's Fur Trade – 1800-1860. pp. 92-93 (64)*

**RESOURCE:** [Model Teaching Unit Middle School Level for Marlene Carvell's \*Sweetgrass Basket\*](#)

**Essential Understandings:** #2, #5, #6

**Activities to Meet Standard:**

The Montana history textbook, *Montana: Stories of the Land*, includes four side-bar quotations, (223 – 225). Students can determine each of the four authors' points of view regarding Indian children and boarding schools, and they will explain how the author uses word choice and specific details to communicate that point of view.

**RESOURCE:** [Model Teaching Unit for Velma Wallis' \*Two Old Women: An Alaska Legend of Betrayal, Courage and Survival\*](#)

**Essential Understandings:** #1, #2, #3, #6

**Activities to Meet Standard:**

Students read the following and determine the points of view and purposes in writing while showing how they are conveyed:

- Wallis' Introduction to *Two Old Women*, "About the Gwich'in People" (137-140)
- Visit the [Montana Tribes Digital Archives](#) link. Click on any of the "EUs" and then on transcripts under names – determine the author's point of view or purpose in each.
- Biographies in *Honoring Native Women's Voices: A Collection of Stories* - determine the author's point of view or purpose in each.

**RESOURCE:** [Model Teaching Unit for Joe Medicine Crow's \*Counting Coup: Becoming a Crow Chief on the Reservation and Beyond\*](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6, #7

**Activities to Meet Standard:**

As they read Medicine Crow's memoir, students will determine the author's point of view about growing up Crow in this time of dramatic and oftentimes tragic change for Indian people. They might ask: Why did he write this memoir? How can we determine his point of view—what word choice, details, and stories does he include/exclude?

**RESOURCE:** *Playing for the World: The 1904 Fort Shaw Indian Boarding School Girls Basketball Team*. DVD Study Guide (p. 3 and all "Interpretative-level Questions") (Note: Check with a high school library for a copy of the DVD and print copy of the Study Guide – the [Study Guide](#) is also online.)

**Essential Understandings:** #1, #2, #4, #5, #6,

**Activities to Meet Standard:**

Students will critically view the DVD, with these questions: What might the choice of music and instruments, or photos or images, or feature speakers' word choice and ideas, or the effect of primary documents have on your understanding or opinion of the girls and the story? These are followed with questions that point students toward an understanding of the DVD producers' point of view or purpose in producing this DVD.

## MCCS READING STANDARDS FOR INFORMATIONAL TEXT

### Integration of Knowledge and Ideas

**RI.6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Include texts by and about American Indians.

**RESOURCE:** [Model Teaching Unit for Joseph Bruchac's \*Jim Thorpe's Bright Path\*](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6

#### Activities to Meet Standard:

Each of the following is an argument about boarding schools and the impact on children and tribal communities. Students can evaluate the claims, reasons and evidence.

- "Losing Our Selves: The Boarding School Experience" by Krys Holms, *Montana Stories of the Land* (p. 25 in unit)
- "Student Narrative on Indian Boarding Schools" by Julie Cajune, *To Learn a New Way* Montana Historical Society footlocker (p. 26 in Unit)

**RESOURCE:** [Model Teaching Unit for Larry Loyie's \*As Long As the Rivers Flow\*](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6

#### Activities to Meet Standard:

Students can trace and evaluate the argument and specific claims, determining which ones are supported by reasons and evidence and which ones are not.

- "Unit 1 – Pre-1800 Challenge to Survive, Section C: Education – Childhood" from *Challenge to Survive: History of the Salish Tribes of the Flathead Reservation* by Julie Cajune (p. 33 in unit)
- A shorter essay that appears in italics in page one and three of the Epilogue in *As Long As the Rivers Flow*.

**RESOURCE:** [Model Teaching Unit for Louise Erdrich's \*The Birchbark House\*](#)

**Essential Understandings:** #1, #2, #3, #5, #6, #7

#### Activities to Meet Standard:

Students may read the following texts, identifying specific claims in each essay, asking which ones are supported by reasons or evidence:

- "Diseases Sweep across the Continent" by Krys Holmes (63)
- Primary source document, Military Communication from General Jeffrey Amherst (p. 62 in unit) and "Excerpt" from *A People's History of the United States 1492-Present* by Howard Zinn.

**RESOURCE:** [Model Teaching Unit Middle School Level for Marlene Carvell's \*Sweetgrass Basket\*](#)

**Essential Understandings:** #2, #5, #6

**Activities to Meet Standard:**

*Children of the Indian Boarding Schools* by Holly Littlefield is an expository or informative photo essay. Divided into chapters, it provides an excellent opportunity for students to trace and evaluate the argument and specific claims in each chapter. Written for children, perhaps middle school and below, it does not present scholarly documentation, but it does include direct quotes.

**RESOURCE:** [Model Teaching Unit for Joe Medicine Crow's \*Counting Coup: Becoming a Crow Chief on the Reservation and Beyond\*](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6, #7

**Activities to Meet Standard:**

Students will read the following and trace and evaluate the argument and claims in the essay's text, distinguishing which claims are supported by sufficient reasons and evidence and which are not. They will ask, what is sufficient and reliable evidence?

- "The Trouble with Treaties" in *Montana—Stories of the Land* by Krys Holmes (126)
- Essays about the treaties involving Crow people as well as the Lakota, etc. [http://www.ndstudies.org/resources/IndianStudies/threeaffiliated/historical\\_laws.html](http://www.ndstudies.org/resources/IndianStudies/threeaffiliated/historical_laws.html)

**RESOURCE:** *Playing for the World: The 1904 Fort Shaw Indian Boarding School Girls Basketball Team*. DVD (Note: DVD and print Study Guide available in high school libraries. Also, access [Study Guide](#) online.)

**Essential Understandings:** #1, #2, #4, #5, #6

**Activities to Meet Standard:**

This DVD makes several arguments in the "text," but the most important regard the positive impact of the 1904 World Basketball Championship on the education of Indian children, on the future of athletics in Indian communities, on the self-esteems of the ball players, and on the catapulting of these Indian women on the world stage. Students might also consider claims, subtle or overt, and supporting evidence made, about the impact on families and communities left behind.



## MCCS READING STANDARDS FOR INFORMATIONAL TEXT

### Integration of Knowledge and Ideas

**RI.6.9** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Include texts by and about American Indians.

**RESOURCE:** [Model Teaching Unit for Joseph Bruchac’s \*Jim Thorpe’s Bright Path\*](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6

**Activities to Meet Standard:**

Students read the following, comparing and contrasting the presentation of events regarding boarding schools:

- “Losing Our Selves: The Boarding School Experience” by Krys Holms in *Montana Stories of the Land* (p. 25 in the unit)
- “Student Narrative on Indian Boarding Schools” by Julie Cajune in *To Learn a New Way* Footlocker User Guide (p. 26 in the unit)
- “School Days of an Indian Girl” in *American Indian Stories* by Zitkala-Ša,
- Students may also compare and contrast Joseph Bruchac’s young adult novel, *Jim Thorpe, Original All-American*, with the text in *Jim Thorpe’s Bright Path* or with Sterling Biographies: *Jim Thorpe: An Athlete for the Ages* by Ellen Labrecque.

**RESOURCE:** [Model Teaching Unit for Larry Loyie’s \*As Long As the Rivers Flow\*](#) Unit pp. 1-40

**Essential Understandings:** #1, #2, #3, #4, #5, #6

**Activities to Meet Standard:**

Using the last page of Loyie’s story, the first few paragraphs of “The Land of Red Apples” (p. 29 in unit), and *Jim Thorpe’s Bright Path*, students can compare and contrast the immediate impact on native children when they leave home to go to boarding school.

**RESOURCE:** [Model Teaching Unit for Louise Erdrich’s \*The Birchbark House\*](#)

**Essential Understandings:** #1, #2, #3, #5, #6, #7

**Activities to Meet Standard:**

Students read, compare and contrast the following accounts of the spread and effects of smallpox. (pp. 64-66 in unit)

- “Diseases Sweep across the Continent”
- “Our Hearts Were Low”
- “Smallpox: Return of the Great Sorrow”
- “No Language Can Picture It”

- “Alexander Culbertson Finds a Blackfeet Village Destroyed by Smallpox”
- Excerpt from *A People’s History of the United States ...*”

**RESOURCE:** [Model Teaching Unit Middle School Level for Marlene Carvell’s \*Sweetgrass Basket\*](#)

**Essential Understandings:** #2, #5, #6

**Activities to Meet Standard:**

Students might compare/contrast the historical-fiction presentation of events in *Sweetgrass Basket* with the following:

- Zitkala-Ša’s “School Days of an Indian Girl” in *American Indian Stories*. Gertrude Simmons Bonnin, Zitkala-Ša, wrote this autobiographical essay for *Atlantic Monthly* when she was a teacher at Carlisle Indian Industrial School, having herself attended Indian boarding schools as a child.

**RESOURCE:** Model Teaching Unit for Velma Wallis’ [Two Old Women: An Alaska Legend of Betrayal, Courage and Survival](#)

**Essential Understandings:** #1, #2, #3, #6

Activities to Meet Standard:

Unit Appendix D. Students will read excerpts from *Raising Ourselves: A Gwitch’in Coming of Age Story from the Yukon River* by Velma Wallis (151-165). This is Wallis’ memoir, and students might compare/contrast excerpts with *Two Old Women* or biographies, such as

- <http://voices.cla.umn.edu/artistpages/wallisVelma.php>,
- [http://velmawallis.com/index.php?page\\_id=22](http://velmawallis.com/index.php?page_id=22).

**RESOURCE:** [Model Teaching Unit for Joe Medicine Crow’s Counting Coup: Becoming a Crow Chief on the Reservation and Beyond](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6, #7

**Activities to Meet Standard:**

Students can compare and contrast any of the following online biographies of Joe Medicine Crow with *Counting Coup*.

- [http://www.pbs.org/thewar/detail\\_5177.htm](http://www.pbs.org/thewar/detail_5177.htm);
- <http://www.custermuseum.org/medicinecrow.htm>

**RESOURCE:** *Playing for the World: The 1904 Fort Shaw Indian Boarding School Girls Basketball Team*. DVD (Note: DVD and print Study Guide available in high school libraries. Also, access [Study Guide](#) online.)

**Essential Understandings:** #1, #2, #4, #5, #6

**Activities to Meet Standard:**

Students might compare/contrast the stories told by descendants and the narration in the DVD with the film’s trailer “Descendants of Premier and the Trophy.” How do each of the descendants versions of their grandmother/mother’s experiences compare or differ from each other?

## MCCS WRITING STANDARDS

### Research to Build and Present Knowledge

**W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.

**RESOURCE:** [Model Teaching Unit for Joseph Bruchac's \*Jim Thorpe's Bright Path\*](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6

**Activities to Meet Standard:**

Students ask a question about a topic and conduct research using several sources (see pp. 1-2 in unit). For example, what or who was the most significant influence on Jim Thorpe's athletic successes? Students may also ask the following questions regarding any possible topics: what's changed and what's stayed the same, what were the causes and consequences of an event or situation?

**RESOURCE:** [Model Teaching Unit for Larry Loyie's \*As Long As the Rivers Flow\*](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6

**Activities to Meet Standard:**

Students may ask a question and then conduct research to answer it, using several sources. For example, they might want to know more about the owls that live in Northern Alberta, or they might wonder what to do when meeting a grizzly face to face, or they might wonder how families kept in touch with their children when they were away from home in boarding school settings.

**RESOURCE:** [Model Teaching Unit for Louise Erdrich's \*The Birchbark House\*](#)

**Essential Understandings:** #1, #2, #3, #5, #6, #7

**Activities to Meet Standard:**

Students might ask a question and conduct research about what's changed and what's stayed the same over time about wild rice harvesting, the Ojibwe or Chippewa or Anishinabe people, pandemic diseases, or any other issues they encounter in *The Birchbark House*.

**RESOURCE:** [Model Teaching Unit Middle School Level for Marlene Carvell's \*Sweetgrass Basket\*](#)

**Essential Understandings:** #2, #5, #6

**Activities to Meet Standard:**

They might ask questions and conduct research such as the following:

Why did the U.S. Government establish Indian boarding schools in the United States? Who ran and funded these schools? How were the boarding schools different from other schools in the United States?

How did the boarding schools impact the lives and cultures of Indian families? Are Indian boarding schools still here today and what has changed about them?

**RESOURCE:** [Model Teaching Unit for Velma Wallis' \*Two Old Women: An Alaska Legend of Betrayal, Courage and Survival\*](#)

**Essential Understandings:** #1, #2, #3, #6

**Activities to Meet Standard:**

Students might ask questions such as the following: What is a culture group? Who are indigenous people? Athabascans? Gwich'ins? Tlingits? The unit provides three levels of questions for each reading that provide opportunities for students' research.

**RESOURCE:** [Model Teaching Unit for Joe Medicine Crow's \*Counting Coup: Becoming a Crow Chief on the Reservation and Beyond\*](#)

**Essential Understandings:** #1, #2, #3, #4, #5, #6, #7

**Activities to Meet Standard:**

Students might ask these questions: What are the educational opportunities on the Crow reservation today? What is the story about how the Apsáalooke came to call Montana their homeland? What does the 1851 Fort Laramie Treaty say about the Crow and their lands? How do people become leaders? What are the names of tribes in Montana and what do those tribes call themselves? Explain the difference and how that happened?

**RESOURCE:** *Playing for the World: The 1904 Fort Shaw Indian Boarding School Girls Basketball Team*. DVD Study Guide (Note: DVD and Study Guide available in high school libraries; Study Guide available online.)

**Essential Understandings:** #1, #2, #4, #5, #6

**Activities to Meet Standard:**

Each Chapter in the DVD and study guide offers possible questions and topics students may research. Students may ask "I wonder why? or I wonder how? or When? Or what more can I learn about the ball players, the coach, the school? After watching the DVD's special feature, "High School Students Connect to the Story," students might wonder how teenagers might have helped with the research.