

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 5 MCCS Reading Standards for Literature		
KEY IDEAS AND DETAILS	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Include texts by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
Stand-Alone Units		
Model Teaching Unit for Joseph Bruchac’s Jim Thorpe’s Bright Path	#1, #2, #3, #4, #5, #6	Lesson pp. 10-15 and 33 From details in the poem “The Runaways” by Louise Erdrich, students determine themes or topics such as Between Two Worlds or Cultural and Personal Loss and Survival and Boarding School . Page 14, #11 - #13, students write quick summaries of the story-line of the poem. On page 33, students write a 20-word GIST summary of the song “Bright Path” by Jack Gladstone.
Model Teaching Unit for Larry Loyie’s As Long As the Rivers Flow	#1, #2, #3, #4, #5, #6	Lesson pp. 9-10 Students determine themes, such as Between Two Worlds, Change/Growth, Circles of Life, Self in Nature , from details in the text. On “Day Four-Six, Writing <i>As Long As the Rivers Flow</i> , with teacher guidance, students will write summaries of each of the four chapters, paying particular attention to the way Lawrence responds to the challenges he and his family face and overcome.
Model Teaching Unit for Louise Erdrich’s The Birchbark House and PowerPoint Presentations	#1, #2, #3, #5, #6, #7	Lesson pp. 1-107 Through Chapter lessons and daily writing activities, and the details in <i>The Birchbark House</i> , a story of a 7-year-old girl and her Anishinabe family at the time of white settlement and consequent disease, students will determine themes of cycles and circles of life, change and growth, individual identity, courage vs. fear and the challenges they face. Throughout the unit, students will practice writing summaries of the text. For example, see page 11.

Grade 5

MCCS Reading Standards for Literature continued

CRAFT AND STRUCTURE	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians	
Resource	Essential Understandings	Activities to Meet Standards
Stand-Alone Units		
Model Teaching Unit for Joseph Bruchac's Jim Thorpe's Bright Path	#1, #2, #3, #4, #5, #6	Lesson pp. 25-30 The lesson provides several documents students can use to compare/contrast perspectives and how perspective influences the ways events are described. For example, they might look at word choice and details in Erdrich's poem "Indian Boarding School: The Runaways" and the article from November 23, 1899 <i>New York Times</i> article, "Indians Ready to Fight.": a first-person poem, third person newspaper article and two essays from the Historical Society's Foot Locker <i>To Learn a New Way</i> , and the third-person song lyrics to "Bright Path" by Jack Gladstone.
Model Teaching Unit for Larry Loyie's As Long As the Rivers Flow	#1, #2, #3, #4, #5, #6	Lesson pp. 1-40 Students may describe the different points of view in this story as they are communicated through what individuals say and do. For example, students may look at Grandma, Grandpa, Mama, Papa and Lawrence, and the different ways each character views and responds to challenges. Students may also describe and explain the individual perspectives and the way they influence meaning looking at "The School Days of an Indian Girl" by Zitkala-Ša (p. 29 in the unit) and Julie Cajune's "Student Narrative on Indian Boarding Schools" (p. 27 in the unit).
Model Teaching Unit for Louise Erdrich's The Birchbark House and PowerPoint Presentations	#1, #2, #3, #4, #5, #6	Lesson pp. 1 – 107 Through many activities in this unit, students develop a clear understanding of the ways perspectives of the author, other Anishinabe people, as well as different characters in the novel, influence the ways they see or describe situations and events.

Grade 5

MCCS Reading Standards for Literature continued

INTEGRATION OF KNOWLEDGE AND IDEAS

RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories, including traditional and contemporary stories by and about American Indians) on their approaches to similar themes and topics.

Resource

Essential Understandings

Activities to Meet Standards

Stand-Alone Units

<p>Model Teaching Unit for Joseph Bruchac's Jim Thorpe's Bright Path</p>	<p>#1, #2, #3, #4, #5, #6</p>	<p>Lesson pp. 37-38 Several resources in the Bibliography are also biographies, so students can compare/contrast the various ways they approach the topic of Indian children and Boarding School, and themes such as Cultural and Personal Loss and Survival: <i>Daughter of Suqua</i> by D. J. Hamm, <i>Rabbit Proof Fence</i>—a Motion Picture, <i>My Indian Boyhood</i> by Luther Standing Bear, <i>My Name is Seepeetza</i> by Shirley Sterling, <i>Playing for the World: the 1904 Fort Shaw Indian Boarding School Girls Basketball Team</i>—a DVD from Montana PBS, and <i>American Indian Stories</i> by Zitkala-Ša.</p>
<p>Model Teaching Unit for Larry Loyie's As Long As the Rivers Flow</p>	<p>#1, #2, #3, #4, #5, #6</p>	<p>Lesson pp. 11-12, 29, 35 Students find clues to discover and prove the book's genre as memoir or autobiography. Then they can compare and contrast Loyie's story with other memoirs or autobiographical selections in the unit, including "The School Days of an Indian Girl" by Zitkala-Ša and "Boyhood" by Luther Standing Bear.</p>
<p>Model Teaching Unit for Louise Erdrich's The Birchbark House and PowerPoint Presentations</p>	<p>#1, #2, #3, #5, #6, #7</p>	<p>Lesson 1 – 107 Students may compare and contrast <i>The Birchbark House</i> with other young adult historical fiction from similar time periods: <i>Rising Fawn and the Fire Mystery</i> by Marilou Awiakta. It is based on actual events from 1833 when a young Choctaw girl experiences and survives the tragedy of the Indian Removal without abandoning her heritage; <i>Arrow Over the Door</i> by Joseph Bruchac, the 1777 story of two boys, one Abenaki and the other Quaker; <i>Crossing Bok Chitto</i> by Tim Tingle, a picture book, short story, about a pre-Civil War Choctaw girl and how she helps a family of slaves escape; and, <i>Crispin and the Cross of Lead</i> by Avi, a story set in 1381 Europe during the bubonic plague. (See p. 54 in the unit.)</p>

Grade 5

MCCS Reading Standards for Informational Text

INTEGRATION OF KNOWLEDGE AND IDEAS	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Include texts by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
Stand-Alone Units		
Model Teaching Unit for Joseph Bruchac's Jim Thorpe's Bright Path	#1, #2, #3, #4, #5, #6	Lesson pp. 1 – 39 and “Author’s Note” Students will use the specific historical and biographical information in the “Author’s Note,” at the back of the book, as well as other informational texts either in print or online, to explain the relationship between Jim Thorpe and Pop Warner, his coach, or to explain Jim’s various athletic achievements.
Model Teaching Unit for Larry Loyie's As Long As the Rivers Flow	#1, #2, #3, #4, #5, #6	Lesson pp. 1-40 Students can explain the relationships between children, parents and grandchildren, parents and grandchildren in tribal communities before the children left for boarding school through reading Loyie’s book and supplemental written and photographic materials in the unit, as well as <i>Children Left Behind: The Dark Legacy of Indian Mission Boarding Schools</i> by Tim Giago and <i>Away from Home: American Indian Boarding School Experiences: 1879-2000</i> by Margaret Archuleta, Brenda J. Child, and K. Tsianina Lomawaima. Also, see the <i>Montana Tribal Histories: Educators Resource Guide and Companion DVD</i> (Ch. 5 in the Guide and the Slide Show on the DVD.)
Model Teaching Unit for Louise Erdrich's The Birchbark House and PowerPoint Presentations	#1, #2, #3, #5, #6, #7	Lesson pp. 63-65 Students may explain the relationship between the descriptions of smallpox epidemics in the unit and what the descriptions have in common with the story of smallpox in <i>The Birchbark House</i> . Or they may look at the many ways this novel portrays human beings as part of a natural world, not in opposition to it.

Grade 5

MCCS Reading Standards for Informational Text continued

CRAFT AND STRUCTURE	RI.5.6 Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.	
Resource	Essential Understandings	Activities to Meet Standards
Stand-Alone Units		
<p>Model Teaching Unit for Joseph Bruchac's Jim Thorpe's Bright Path</p>	<p>#1, #2, #3, #4, #5, #6</p>	<p>Lesson pp. 1 – 39 Students may search accounts of any of the events in the “Important Dates in Jim Thorpe’s Life and Legacy.” For example, they may analyze various accounts of the time when he was stripped of his medals: http://www.essortment.com/jim-thorpes-olympic-scandal-21687.html and http://www.footballnation.com/content/dropping-back-nfl-history-jim-thorpe-multi-sport-legend/14873 Or they may use The DVD biography <i>Jim Thorpe, The World’s Greatest Athlete</i> by Tom Weidlinger and Joseph Bruchac and excerpts from Bruchac’s young adult novel <i>Jim Thorpe’s Bright Path</i> and an excerpt from <i>The Real All Americans</i> by Sally Jenkins to analyze the accounts of his running home from boarding school when he hears bad news about his mother and father. Or they may compare and contrast perspectives about events with the Sac and Fox Nation website about Jim Thorpe: http://www.jimthorperestinpeace.com/.</p>
<p>Model Teaching Unit for Larry Loyie’s As Long As the Rivers Flow</p>	<p>#1, #2, #3, #4, #5, #6</p>	<p>Lesson pp. 17-32 Students can compare and contrast the different renditions of life at boarding school using photographs, “Student Narrative on Indian Boarding Schools” by Julie Cajune, and Zitkala-Ša’s “School Days of an Indian Girl,” the “Sample Daily Routine,” and <i>Children Left Behind: The Dark Legacy of Indian Mission Boarding Schools</i> by Tim Giago and <i>Away from Home: American Indian Boarding School Experiences: 1879-2000</i> by Margaret Archuleta, Brenda J. Child, and K. Tsianina Lomawaima. Also, see the <i>Montana Tribal Histories: Educators Resource Guide</i> and <i>Companion DVD</i> (Ch. 5 in the Guide and the Slide Show on the DVD.)</p>
<p>Model Teaching Unit for Louise Erdrich’s The Birchbark House and PowerPoint Presentations</p>	<p>#1, #2, #3, #5, #6, #7</p>	<p>Lesson pp. 63 - 65 Students may look at various historical accounts of smallpox epidemics - excerpts from <i>Montana Stories of the Land</i> by Krys Holmes, from <i>Beaver, Bison, and Black Robes: Montana’s Fur Trade – 1800 – 1860</i>, and from Howard Zinn’s <i>A People’s History of the United States 1492 – Present</i>.</p>

Grade 5

MCCS Writing Standards

PRODUCTION AND DISTRIBUTION OF WRITING	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
Resource	Essential Understandings	Activities to Meet Standards
Stand-Alone Units		
Model Teaching Unit for Joseph Bruchac's Jim Thorpe's Bright Path	#1, #2, #3, #4, #5, #6	Lesson pp. 18 A closing activity for the unit, #22 page 18, suggests students write a narrative that their grandchildren might someday read. They are to imagine it is 1886, and they have been taken from their reservation to Carlisle Indian School. While there, they grow home sick and decide to run away. What happens and how will they survive? The narrative will describe and tell the story of their journey home.
Model Teaching Unit for Larry Loyie's As Long As the Rivers Flow	#1, #2, #3, #4, #5, #6	Lesson pp. 14-15 In a possible extension activity, students will imagine themselves as Lawrence when he arrived at boarding school. They will write a journal entry, putting themselves in Lawrence's place, creating a journal of historical fiction with facts that are true to the situation and the time period. Details must be plausible and supported by historical information.
Model Teaching Unit for Louise Erdrich's The Birchbark House and PowerPoint Presentations	#1, #2, #3, #5, #6, #7	Lesson pp. 1 – 107 Students will research—in at least three different sources—a topic such as wild rice harvesting, the Ojibwe/Chippewa/Anishinabe, smallpox, pandemic diseases, Rocky Boy's Reservation, The Little Shell, the Dawes Act, or malnutrition and any other topic their reading of <i>The Birchbark House</i> inspires. For an audience of peers, students will ask, and answer, a "how" or "why" question of the topic. They will write an informative essay that includes specific details and facts with sources correctly cited.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
Stand-Alone Units		
Model Teaching Unit for Joseph Bruchac's Jim Thorpe's Bright Path	#1, #2, #3, #4, #5, #6	Lesson pp. 1-2 Students may conduct research into the various aspects or perspectives of a specific topic, such as Indian boarding schools, Jim Thorpe, Olympic Rules and the History of the Olympics, American Indian Athletes, Carlisle Indian Boarding School, the Sac and Fox people, Jack Gladstone and his stories and music, photographs of boarding schools, etc. For example, they might consider <i>past, present, and future, or what's changed and what's stayed the same, or causes and consequences of a situation, or problem and solution.</i>
Model Teaching Unit for Larry Loyie's As Long As the Rivers Flow	#1, #2, #3, #4, #5, #6	Lesson pp. 1-40 After selecting a topic such as the Cree of Northern Alberta, St. Bernard's Mission, owls that live in Northern Alberta, grizzly bears, beavers, boarding schools and more photographs, Carlisle Indian School, or any other topic this unit might inspire, students may look at the topic from a variety of ways such as causes and effects, problem and solution, past present and future.
Model Teaching Unit for Louise Erdrich's The Birchbark House and PowerPoint Presentations	#1, #2, #3, #5, #6, #7	Lesson pp. 1 – 107 Students may select any one of the following topics to research: hunting, fishing, wild rice harvesting, Ojibwe, Chippewa, Anishinabe, smallpox, pandemic diseases, birch trees, world hunger, Rocky Boy's Reservation, Little Shell, LaPointe WI, Lake Superior, fur trade, treaties, federal policies, Dawes Act, malnutrition, and they will include each of the sources they view. With their topics, they will consider various aspects of the topic such as causes and consequences, problem and solution, or past, present and future.

Grade 5

MCCS Speaking and Listening Standards

PRESENTATION OF KNOWLEDGE AND IDEAS	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
Stand-Alone Units		
Model Teaching Unit for Joseph Bruchac's Jim Thorpe's Bright Path	#1, #2, #3, #4, #5, #6	Lesson pp. 1 – 39 Students may utilize the material they prepared to meet the Writing Standard G5-7 regarding topics such as Indian boarding schools, Jim Thorpe, Olympic Rules and the History of the Olympics, American Indian Athletes, Carlisle Indian Boarding School, the Sac and Fox people, Jack Gladstone and his stories and music, photographs of boarding schools, etc. They will report or express an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace, considering <i>past, present, and future, or what's changed and what's stayed the same, or causes and consequences of a situation, or problem and solution.</i>
Model Teaching Unit for Larry Loyie's As Long As the Rivers Flow	#1, #2, #3, #4, #5, #6	Lesson pp. 1-40 After selecting a topic such as the Cree of Northern Alberta, St. Bernard's Mission, owls that live in Northern Alberta, grizzly bears, beavers, boarding schools and more photographs, Carlisle Indian School, or any other topic this unit might inspire, students may look at and report the topic from a variety of ways such as causes and effects, problem and solution, past present and future. Utilizing any of the above material they prepared to meet the Writing Standard G5-7, they will draw conclusions, determine an opinion, and then logically sequence ideas and support those ideas with relevant facts and details.
Model Teaching Unit for Louise Erdrich's The Birchbark House and PowerPoint Presentations	#1, #2, #3, #5, #6, #7	Lesson 1 – 107 After students have conducted research into any of the following topics—hunting, fishing, wild rice harvesting, Ojibwe, Chippewa, Anishinabe, smallpox, pandemic diseases, birch trees, world hunger, Rocky Boy's Reservation, Little Shell, LaPointe WI, Lake Superior, fur trade, treaties, federal policies, Dawes Act, malnutrition—they will consider and report on various aspects of the topic such as causes and consequences, problem and solution, or past, present and future. Utilizing the material they prepared to meet the Writing Standard G5-7, they will draw conclusions, determine an opinion, and then logically sequence ideas and support those ideas with relevant facts and details.