

# 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.

<b>Grade 2</b>		
<b>MCCS Reading Standards for Literature</b>		
KEY IDEAS AND DETAILS	<b>RL.2.2 Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.*</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts - Elementary Level: Volume One</b>		
Emerging Literacy and <i>The Little Duck – Sikihsis</i> by Beth Cuthand	#1, #2, #3, #6	Lessons 1-1 – 1-14 <i>The Little Duck</i> poses questions about language, culture, and identity, our need for self-worth, and our need to belong.
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#1, #2, #3, #6	Lessons 2-1 – 2-18 <i>The Good Luck Cat</i> emphasizes the importance of humans’ responsibility for the animals in their care.
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lessons 3-1 – 3-15 <i>Jingle Dancer</i> demonstrates the circle of love surrounding a child, the importance of tradition, and the way her extended family supports her.
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2, #3, #6	Lessons 4-1 – 4-14 <i>The Moccasins</i> is a story about unconditional love of a parent for a foster child and respect for a child’s cultural heritage.
Understanding Character Change in <i>Red Parka Mary</i> by Peter Eyvindson	#2, #3, #6	Lessons 5-1 – 5-12 <i>Red Parka Mary</i> shows how differences in age can be overcome and how the leadership of an elder can create change in a little boy.
<b>Language Arts – Elementary Level: Volume Two</b>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3, #6	Lessons 1-1 – 1-9 <i>Where Did You Get Your Moccasins?</i> shows how children from diverse ethnic backgrounds can support each other’s heritage, and it demonstrates a child valuing his grandmother and the tradition she has passed down to him.
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lessons 2-1 – 2-18 <i>The Gift of the Bitterroot</i> shows how a gift of food can relieve suffering; life comes out of death, joy from despair, and the role of women is critical for maintaining the relationship with the bitterroot, and more.
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson pp. 3-1 to 3-24 <i>Beaver Steals Fire</i> demonstrates how sacrifice can make the world better and bring good to all humans and animals through the gift of fire.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #6	Lessons 4-1 – 4-25 <i>The War Shirt</i> demonstrates the ways contemporary Cheyenne people keep traditions alive, and how Cheyenne art honors animals, people, and the earth, from which all life comes.
<p><small>*[NOTE: Each of the stories in Volumes One and Two can be used to meet Standard RL.2.2, with emphasis on the central message, lesson, or moral. However, when using traditional stories, particularly <i>Beaver Steals Fire</i> and <i>The Gift of the Bitterroot</i>, teachers should take notice of Tammy Elser’s “Teacher Notes and Cautions” on page 2-15 of Volume One: “. . . it would be inaccurate and possibly demeaning to refer to traditional stories as <i>fables, myths, or tall tales</i>. They are often called legends, but even that term does not capture the essence of these stories coming out of an oral tradition. A good rule of thumb is to use language that is respectful . . . the way you might expect stories from the Bible to be treated – with respect.” It is also particularly important that teachers use Coyote stories only when snow is on the ground.” <i>Beaver Steals Fire</i> and lesson plan are particularly useful for developing students’ understanding of oral tradition and EU #3.]</small></p>		

## Grade 2

### MCCS Reading Standards for Literature continued

CRAFT AND STRUCTURE	<b>RL.2.5 Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts - Elementary Level: Volume One</b>		
Emerging Literacy and <i>The Little Duck – Sikihips</i> by Beth Cuthand	#1, #2, #3, #6	Lesson pp. 1-4 In the “After-Book Read,” students will talk about the major events in the story: the beginning—Little Duck’s problem, the middle—Who tried to help and could they help him, the end—how he finally solved his problem.
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#1, #2, #3, #6	Lesson pp. 2-55 In the “After-Book Talk,” students will put illustrations of the 9 major events in order. <i>The Good Luck Cat</i> is an expository essay that poses the question “How is Woogie a good luck cat?” and answers it in nine episodes. The end concludes that he certainly is—and the evidence proves it.
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson pp. 3-4 and 3-5 Students create “beginning, middle, and end” story maps--teachers may use the graphic organizer from <a href="http://www.readingrockets.org/strategies/story_maps/">http://www.readingrockets.org/strategies/story_maps/</a> .
Understanding Character Change in <i>Red Parka Mary</i> by Peter Eyvindson	#2, #3, #6	Lesson pp. 5-4 to 5-5 In the “After-Book Talk,” students consider questions that help them focus on the organizational pattern in the story.
<b>Language Arts – Elementary Level: Volume Two</b>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1,#2, #3,#6	Lesson pp. 1-1 to 1-9 The story—or essay—progresses through a series of questions—where, how, who, etc., and answers with no additional narrative. They provide the organizational structure for this story.
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lesson pp. 2-6 to 2-7 Students create chronological story maps--teachers may use the graphic organizer from <a href="http://www.readingrockets.org/strategies/story_maps/">http://www.readingrockets.org/strategies/story_maps/</a> -from the beginning, the middle, and the end for <i>The Gift of the Bitterroot</i> , a story that begins with a serious problem and ends with the solution.
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson pp. 3-14 Students create illustrations of specific events. The teacher asks students to sequence the illustrations/events of the story and to provide a rationale for their order.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #6	Lesson 4-10 to 4-14 Students think about the sequence of events in the plot and they complete a story sequence map.

## Grade 2

### MCCS Reading Standards for Literature continued

INTEGRATION OF KNOWLEDGE AND IDEAS	<b>RL.2.9 Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures including American Indian authors or cultures.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts - Elementary Level: Volume One</b>		
Emerging Literacy and <i>The Little Duck – Sikihips</i> by Beth Cuthand	#1, #2, #3,#6	Lesson pp. 1-8 Students compare/contrast the Cree story of <i>The Little Duck</i> with the story of <i>The Ugly Duckling</i> .
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#1, #2, #3, #6	Lesson pp. 2-11 to 2-12 Using a Venn Diagram, students compare/contrast <i>The Good Luck Cat</i> by Joy Harjo with <i>Comet’s Nine Lives</i> by Jan Brett or with Dr. Seuss’ <i>Cat in the Hat</i> .
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson pp. 3-5 to 3-7 and 3-12 Students compare/contrast <i>Jingle Dancer</i> with <i>The Powwow</i> , by Lorraine Adams and Lynn Bruvold, <i>Powwow</i> by George Ancona, <i>Eagle Drum: On the Powwow Trail with a Young Grass Dancer</i> by Robert Crum.
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2,#3,#6	Lesson pp. 4-12 Students compare/contrast <i>The Moccasins</i> with other books about gifts, foster children, or living between two worlds, such as <i>The Gift of the Bitterroot</i> by Johnny Arlee, <i>Foster Baby</i> , by Rhian Brynjolson, <i>Less Than Half, More Than Whole</i> by Kathleen and Michael Lacapa.
Understanding Character Change in <i>Red Parka Mary</i> by Peter Eyvindson	#2,#3,#6	Lesson pp. 5-1 to 5-12 Using Venn Diagrams, students compare/contrast <i>Red Parka Mary</i> regarding elder/child relationships: <i>Mali Npnaqs: The Story of a Mean Little Old Lady</i> by Johnny Arlee, <i>Where Did You Get Your Moccasins?</i> by Bernelda Wheeler, the <i>Crying Christmas Tree</i> by Alan Crow, <i>My Kokum Called Today</i> by Iris Loewen, <i>The Wednesday Surprise</i> , by Eve Bunting, <i>Niwechitaw: I Help</i> by C.D. Nicholson, or <i>Mrs. Katz and Tush</i> by P. Polacco.
<b>Language Arts – Elementary Level: Volume Two</b>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1, #2, #3,#6	Lesson 1-8 Students compare/contrast <i>Where Did You Get Your Moccasins?</i> with <i>Two Pair of Shoes</i> by E.Sanderson, <i>Shoes, Shoes</i> ,by A.Morris, and <i>New Slippers</i> by Lorraine Adams
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lesson pp. 2-13 Using a Venn Diagram, students compare/contrast <i>Gift of the Bitterroot</i> with the story “Bitterroot Woman” from <i>Heart of the Bitterroot</i> .
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson pp. 3-21 Students compare/contrast <i>Beaver Steals Fire</i> with other stories about and about the origin of fire, such as <i>Nanabosho Steals Fire</i> by Joseph McLellan (Métis), <i>First Fire</i> by Marijo Moore (Cherokee), <i>Coyote Steals Fire—A Shoshone Tale</i> by Northwestern Band of the Shoshone Nation, <i>Circle of Wonder: A Native American Christmas Story</i> by N. Scott Momaday, Kiowa.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #6	Lesson pp. 4-24 Students compare/contrast <i>The War Shirt</i> with other stories about traditional art: <i>Shota and the Star Quilt</i> by M. Bateson-Hill, <i>Grandmother’s Dreamcatcher</i> by B. McCain, <i>Songs from the loom—A Navajo Girl Learns to Weave</i> by M. Roessel, <i>Where Did You Get Your Moccasins?</i> by Bernelda Wheeler, or <i>Weaving: A California Tradition</i> by L. Yamane.

## Grade 2

### MCCS Reading Standards for Informational Text

#### KEY IDEAS AND DETAILS

**RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.**

#### Resource

#### Essential Understandings

#### Activities to Meet Standards

#### Language Arts - Elementary Level: Volume One

One Emerging Literacy and *The Little Duck – Sikihpsis* by Beth Cuthand

#1,#2, #3,#6

**Lesson pp. 1-10 “Text Details, More Essential Understandings”** While *The Little Duck* is written by a Canadian Cree, students can become aware of the Cree people in Montana living on the Rocky Boy’s reservation. Teachers may share historical and cultural information in *Montana Indians—Their History and Location* (55-60) with particular attention to their powwows in the Calendar of Events (60), and OPI’s publication *Guide to Understanding and Enjoying Pow Wows*.

Reading and Writing with *The Good Luck Cat* by Joy Harjo

#1,#2, #3,#6

**Lesson pp. 2-1 to 2-17** Students can further their understanding about cats, comparing and contrasting the information on the website [www.facts-about-cats.com](http://www.facts-about-cats.com) with those they read in *The Good Luck Cat*. In particular, for science, students can look at the habits of different members of the cat family.

Exploring Powwow Traditions with *Jingle Dancer* by Cynthia Leitich Smith

#1,#2, #3,#6

**Lesson pp. 3-1 to 3-13 and 3-7 to 3-8** In the Author’s Note at the end of the book, Cynthia Leitich Smith provides information about Jingle dresses. Students can illustrate a jingle dress and label parts of the regalia.

#### Language Arts – Elementary Level: Volume Two

Cross-Curricular Connections: *Where Did You Get Your Moccasins?* By Bernelda Wheeler

#1,#2, #3,#6

**Lesson pp. 1-5 to 1-6 “Curriculum Connection: Social Studies” #1** Students create a shoe museum and establish exhibits of different kinds of shoes with information about the place from which each originated.

Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through *The Gift of the Bitterroot*

#1, #3

**Lesson pp. 2-11 “Science Extension – Planting and Plant Life”** and OPI Indian Ed for All Science Curriculum, K-8, “There is a Season” – the Salish Connection, page 18 ([http://opi.mt.gov/PDF/IndianEd/Search/Science/G\\_K-8\\_All\\_Units.pdf](http://opi.mt.gov/PDF/IndianEd/Search/Science/G_K-8_All_Units.pdf)) Students consider what plants require for growing and what is appropriate for each season. Pages 23 – 27 in *The Gift of the Bitterroot* is informational text about the bitterroot plant, how it is harvested and prepared, and the ways the Salish and Pend’Oreille people celebrate and honor the “gift of the bitterroot.” Students can also read Jennifer Greene’s picture/poetry book, *Huckleberries, Buttercups, and Celebrations*, illustrated by Antoine Sandoval, about the Salish seasonal calendar and the resources and gifts for each season.

Literacy Analysis and Comprehension Strategies with *Beaver Steals Fire: A Salish Coyote Story*

#1, #3

**Lesson pp. 3-19 to 3-21** Using the DVD *Fire on the Land* (accessible at [http://www.cskt.org/fire\\_history.swf](http://www.cskt.org/fire_history.swf)), students can learn about the Native use of fire, the history of Salish fire use, fire ecology, and fire management activities on the Flathead Indian Reservation.

Literacy Analysis and Comprehension Strategies with *The War Shirt*

#1, #2, #3, #6

**Lesson pp. 4-22 to 4-23** In the Extension Activities, students are encouraged to make connections with other texts, additional resources regarding traditional clothing, contemporary traditional artists, the history of their own family heritage, and the history and culture of the Northern Cheyenne Tribe: <http://www.opi.mt.gov/pdf/IndianEd/IEFA/NorthernCheyenneTimeline.pdf>.

## Grade 2

### MCCS Reading Standards for Informational Text continued

CRAFT AND STRUCTURE	<b>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Recognize words and phrases with cultural significance to American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts - Elementary Level: Volume One</b>		
One Emerging Literacy and <i>The Little Duck – Sikihpsis</i> by Beth Cuthand	#1,#2, #3,#6	Lesson pp. 1-12 Vocabulary Students are exposed to words, such as “bustle,” with various meanings, to word families and to high frequency sight words. Topics related to <i>The Little Duck</i> include the following: for science, bird migration; for time, clues indicating time of year; male/ female plumage.
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#1,#2, #3,#6	Lesson pp. 2-15 Vocabulary Through the vocabulary activities, students are exposed to specialized or topical words: powwow, bustle, dance(s), fancy dancer, traditional dancer, jingle dancer; they are exposed to high frequency sight words, and word families (cat and luck), as well as words that are opposites. Students in second grade science may learn more about mammals, and they can examine the music words in the text.
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	Lesson pp. 3-10 <i>Jingle Dancer</i> can provide an opportunity to introduce “onomatopoeia,” where words sound like the objects or actions they name. <i>Jingle Dancer</i> may connect to music, art, and dance, as well as math.
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2, #3,#6	Lesson pp. 4-11 Vocabulary Students can be exposed to Specialized or Topical words: moccasins, needle, buckskin, tanned, hide, and Feeling words: loved, warm, cozy, safe, proud, good, blessed. On pp. 4-12 #4, students may make word cloud posters of the feeling words.
Understanding Character Change in <i>Red Parka Mary</i> by Peter Eyvindson	#2, #3,#6	Lesson 5-5, Day Two, Targets Day Two. I can use context clues to guess the meaning of unfamiliar words such as: parka, chokecherry, moccasins, toque, brimful, shuffled, chuckled, generous, bunions, snare, supple, bundle, awkwardly, stammered, Buckingham Palace, Fort Knox, demanded
<b>Language Arts – Elementary Level: Volume Two</b>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1,#2, #3,#6	Lesson pp. 5-11 Students learn about other words for grandmother and grandfather from their own experience and the experiences of their classmates. Possibly, investigate words for grandparents from Montana tribes. (Note to teacher – link to 2012 Indian Education Directory for a list of potential resources for this activity.)
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lesson pp. 2-15 In science, students can learn about the life cycle of plants and about other roots we eat.
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson pp. 3-1 to 3-22   In science, students can connect the animals in this story to their knowledge of classification (omnivore, carnivore, herbivore, etc.) of animals.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	#1, #2, #3, #4, #5, #6	Lesson pp. 4-21 This lesson connects to the subjects of art and science—living off the land and how we could survive. As students learn Essential Understandings #2, #4 and #5, they can begin to understand the meaning of the words <i>diversity</i> , <i>Cheyenne</i> , and <i>reservation</i> .

## Grade 2

### MCCS Writing Standards

#### KEY IDEAS AND DETAILS

**W.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.**

#### Resource

#### Essential Understandings

#### Activities to Meet Standards

#### Language Arts - Elementary Level: Volume One

<p>One Emerging Literacy and <i>The Little Duck – Sikihsis</i> by Beth Cuthand</p>	<p>#1,#2, #3,#6</p>	<p>Lesson pp. 1-1 to 1-14 Under the guidance of a teacher, students can research the various ducks that migrate through or live in Montana on this site: <a href="http://fieldguide.mt.gov/displaySpecies.aspx?family=Anatidae">http://fieldguide.mt.gov/displaySpecies.aspx?family=Anatidae</a> The site provides photos and maps and specific information that students can use in a report or essay about a duck of their choice.</p>
<p>Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo</p>	<p>#1,#2, #3,#6</p>	<p>Lesson pp. 2-1 to 2-16 Students can research ways to choose a pet and then write a list of important elements in making that choice. One possible resource is <a href="http://www.petchoice.org/">http://www.petchoice.org/</a>.</p>
<p>Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith</p>	<p>#1,#2, #3,#6</p>	<p>Lesson pp. 3-12 In the Extensions section, #4 Science, students can consider the way references to time in the story add to the reader’s connection to the natural world. Through research, students can learn ways other peoples and other cultures measure or keep track of time.</p>
<p>Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson</p>	<p>#2, #3,#6</p>	<p>Lesson pp. 4-2 – 4-13 Using the book’s back cover, continue investigating the author and illustrator. With teacher guidance, students search the internet for information about Earl Einarson and Julie Flett’s identities. Another suggestion – students may interview other teachers in their school to find out how they like to send positive messages to students.</p>

#### Language Arts – Elementary Level: Volume Two

<p>Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i></p>	<p>#1, #3</p>	<p>Lesson pp. 3-19 to 3-21 In the Extension Activities, students read more Native-authored books about fire or about the Salish and Pend d’Oreille people. They will select any of the topics on the “Fire On the Land” site - <a href="http://www.cskt.org/fire_history.swf">http://www.cskt.org/fire_history.swf</a> - to create an essay or report about what they learned.</p>
<p>Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i></p>	<p>#1, #2, #3, #6</p>	<p>Lesson pp. 4-23 #5 “Learn about Your Family’s Heritage” Students find a treasured object, gather the facts and story about their object by interviewing members of their family, and they “report on the story of the object or its ‘living history’”</p>

## Grade 2

### MCCS Writing Standards

RESEARCH TO BUILD AND PRESENT KNOWLEDGE	<b>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts - Elementary Level: Volume One</b>		
One Emerging Literacy and <i>The Little Duck – Sikihsis</i> by Beth Cuthand	#1,#2, #3,#6	Lesson pp. 1-1 to 1-14 Under the guidance of a teacher, students can research the various ducks that migrate through or live in Montana on this site: <a href="http://fieldguide.mt.gov/displaySpecies.aspx?family=Anatidae">http://fieldguide.mt.gov/displaySpecies.aspx?family=Anatidae</a> The site provides photos and maps and specific information that students can use in a report or essay about a duck of their choice.
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#1,#2, #3,#6	Lesson pp. 2-1 to 2-16 Students can research ways to choose a pet and then write a list of important elements in making that choice. One possible resource is <a href="http://www.petchoice.org/">http://www.petchoice.org/</a> .
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	Lesson pp. 3-12 In the Extensions section, #4 Science, students can consider the way references to time in the story add to the reader’s connection to the natural world. Through research, students can learn ways other peoples and other cultures measure or keep track of time.
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2, #3,#6	Lesson pp. 4-2 – 4-13 Using the book’s back cover, read about and continue investigating the author and illustrator. With teacher guidance, students search the Internet for information about Earl Einarson and Julie Flett’s identities. Also, related to the theme of this book, students may interview other teachers in their school to find out how they like to send positive messages to students, then report back to the class, perhaps creating a chart with the information.
<b>Language Arts – Elementary Level: Volume Two</b>		
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lesson pp. 2-1 to 2-17 Students read more books about native plants in Montana. and each will select a plant, research it in other resources, and write a report or essay or technical list. The list will include the following: tribe that uses the plant, where it grows, the plant’s characteristics, how it is harvested and used.
Literacy Analysis and Comprehension Strategies with <i>Beaver Steals Fire: A Salish Coyote Story</i>	#1, #3	Lesson pp. 3-19 to 3-21 In the Extension Activities, students read more Native-authored books about fire or about the Salish and Pend d’Oreille people. They will select any of the topics on the “Fire On the Land” site - <a href="http://www.cskt.org/fire_history.swf">http://www.cskt.org/fire_history.swf</a> - to create an essay or report about what they learned.
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	1, #2, #3, #4, #5, #6	Lesson pp. 4-23 #5 “Learn about Your Family’s Heritage” Students find a treasured object, gather the facts and story about their object by interviewing members of their family, and they “report on the story of the object or its ‘living history’”

**Grade 2**  
**MCCS Writing Standards**

RESEARCH TO BUILD AND PRESENT KNOWLEDGE	<b>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<b>Language Arts - Elementary Level: Volume One</b>		
One Emerging Literacy and <i>The Little Duck – Sikihsis</i> by Beth Cuthand	#1,#2, #3,#6	Lesson 1-13 To answer the question, “What kinds of activities at powwows can children participate in?” students recall their own experiences at powwows, and they read books about powwows listed in the Bibliography.
Reading and Writing with <i>The Good Luck Cat</i> by Joy Harjo	#1,#2, #3,#6	Lesson pp. 2-7 to 2-14 <b>Writer’s Workshop</b> Students consider this question: “Which of the events in <i>The Good Luck Cat</i> is similar to an event you have seen or experienced? Students may write a real story about the incident or they can imagine a story.
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	Lesson pp. 3-1 to 3-13 Students consider these questions: “When did an adult neighbor or family member help you make something or help you with a project for school or church or 4-H?”
Springboard for Autobiographical Writing - <i>The Moccasins</i> by Earl Einarson	#2, #3,#6	Lesson pp. 4-5 and 4-8 Students may ask the question, “What makes a gift particularly special to you”? Students may write about an object or gift that makes them feel special.
Understanding Character Change in <i>Red Parka Mary</i> by Peter Eyvindson	#2, #3,#6	Lesson pp. 5-1 to 5-11 Students may ask this question: “If I were an elder, how would I want to be treated by the children I meet?” Through Extension Activities, students can communicate with or about elders in a variety of ways. Other questions appear in #9, pp. 5-5 under “Regroup and Share.”
<b>Language Arts – Elementary Level: Volume Two</b>		
Cross-Curricular Connections: <i>Where Did You Get Your Moccasins?</i> By Bernelda Wheeler	#1,#2, #3,#6	Lesson pp. 1-5 to 1-6 Students will ask questions regarding different kinds of shoes they bring to class or the teacher has or from photos on the Internet: what’s its name? where does it come from? why or when is it worn? They will create a shoe museum with labels that reflect the answers to their questions.
Exploring Traditional and Contemporary Relationships of the Salish and Pend d’Oreille People to the Bitterroot through <i>The Gift of the Bitterroot</i>	#1, #3	Lesson pp. 2-14 “Gifting” Students will consider giving a gift to a woman or women in their lives. They will ask themselves and others, “what is the best kind of gift I can give that will mean the most to the person who receives it?”
Literacy Analysis and Comprehension Strategies with <i>The War Shirt</i>	1, #2, #3, #4, #5, #6	Lesson pp. 4-23 Contacting a local Native artist, or a guest artist from the Montana Arts Council, students may ask these questions: How did you learn your craft? How do you make it? What materials do you use? Why is it important to preserve Native Culture?