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

Summary:
Intended primarily for non-Native teachers of children in Kindergarten to Grade 6, this publication is an essential tool for all teachers who wish to provide their student with creative, comprehensive, and authentic lessons from the Original Peoples of this land. Although this is out of print, it comes up on several websites if you type in the title. You may order it through Interlibrary loan from http://library.projectpeacemakers.peaceworks.ca/library/ResourceView/2/85


Summary:
With literature as the basis for most of these units, there are six for grades PK-1, one for K-6, one for 1-2, one for 1-4, two for 2-4, one for 5-6, one for 6-8, one for 7-12, two for 9-12, and two for 10-12, and the collection of units concludes with Text-Based Inquiry Unit for Indian Education for All, pages 301-312.


Bauerle, Phenocia, Cindy Bell, Carrie McCleary, and Dr. Timothy McCleary, compilers and editors, Apsaalooke Writing Tribal Histories Project. The Apsaalooke Lesson Plans. Helena, MT: Montana State Office of Public Instruction Grades K-12 Includes extensive reference list and bibliography.


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

Summary:
“Bruce Goebel offers innovative and practical suggestions about how to introduce students to a range of Native American works.” The specific texts include early Native American poetry, James Welch’s Fools Crow, Leslie Marmon Silko’s Ceremony, and Sherman Alexie’s The Business of Fancydancing. “Reproducible copies of traditional, tribally specific poems and stories are linked to the larger texts being studied. . . . In addition to a brief
annotated bibliography of resources for teaching Native American literature, the chapters also contain histories, a glossary, and teaching activities.”

**Indian Reading Series Teacher’s Manuals for Levels I - VI**

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

**Preface to Teacher’s Guide Levels I, II, III:** The materials were authenticated by the participating tribes and field-tested with over 1,200 Indian and non-Indian children in 93 classrooms through-out the Northwest. The Teacher’s Manual reflects the thinking of the more than eighty teachers who were involved in the trial stages of the materials and who provided us with invaluable ideas [suggestions for teachers] which were incorporated into this manual.

The “Guide” provides Background Information, Objectives, Language and Experience, “Here’s How” Program Implementation suggestions, and over 60 pages of Teaching Activities, including several for each of the following: Dramatization, Talking About, Retelling the Story, Writing Down, Making Books, and Word Study. The Level V Teacher’s Manual includes an Introduction, Program Objectives, as well as explanations of Areas of Emphasis (Language Arts, Social Studies, Science, Community, and Student Information), together with an Introduction and activities using the Four Winds Activity Card for 26 stories.

**Preface to Teacher’s Guide Levels IV:** “. . . is designed to help meet some of those particular problems which Indian students face, the series is good for everyone since it gives some insight into parts of the Indian cultures which are represented in creating the series. “ This Teachers’ Manual includes a Rationale, Program Objectives, Language Experience and Native American Communication Styles, A Historical perspective, Northwest Regional map, Program Organization (Stories and The Teacher’s Manual), Areas of Emphasis: Language Arts, Social Studies, Science, Community, Student Interaction, and lessons and worksheets to go with 36 level IV stories.

**The Level V Teacher's Manual** includes an Introduction, Program Objectives, as well as explanations of Areas of Emphasis (Language Arts, Social Studies, Science, Community, and Student Information), together with an Introduction and activities using the Four Winds Activity Card for 26 stories.

**The Level VI Teacher's Manual** provides background information, complete texts of stories, types of theatrical productions, art activities, and specific activities for 19 stories.


**Grade Level:** 4 and up

**Summary:**
Dedicated to the children of residential school survivors.
Table of Contents:
Map of Traditional Territories of Native Americans Named in this Book, Shelters of Different Tribes, Hunting tools, Fishing--methods and tools, Food, Clothing, Medicine and Healing, Transportation, Native American Fun, War and Peace, Native Americans Today.

Miller, Donna and Dorothea M. Susag. Commitment to Relatives and To Community: A Nine-Week Thematic Unit for Grade Nine. Featuring Runner in the Sun by D’Arcy McNickle, Waterlily by Ella Deloria, and “Perma Red,” a short story by Debra Earling, as well as selected poetry.

Materials to Use in a Dialogue Group Format for Fools Crow by James Welch.
Compiled by Christine Lencioni, M.S.Ed, 9-12 Reading Coach, Skyline Alternative High School and Great Falls High School. 2005


Montana Office of Public Instruction Resources, such as: Guide to Understanding PowWows, From Boarding School to Self-Determination, A Curriculum Guide to Learning About American Indians, Essential Understandings Regarding Montana Indians, Native American Literature


Summary:
An addition and extension of Through Indian Eyes, this comprehensive resource includes new essays, book reviews of not-recommended books, poetry, children’s art and writing, arts and crafts, photography, coyote, any many more in the 250 page section “Authors A to Z.” Several indexes make it easy to locate any name or text whatever your purpose.


