These resources portray All Essential Understandings.

**A Brief History of the Flathead Tribes.** St. Ignatius, MT: Flathead Culture Committee of the Confederated Salish and Kootenai Tribes.


**Summary:**
Full-color photographs and writing, the Crow Fair, a celebration of Indian pride, comes alive in this book.


**Summary:**
An amazing book, with photographs, quotations, primary documents. The book also includes an index and additional references, as well as recommendations for younger readers.


**Summary:**
The Fourth of July Celebration at Arlee, Montana, on the Flathead Indian Reservation has evolved and grown for over a century. Also called a powwow or war dance, the Salish Indian Celebration is an expression of Salish community and hospitality.

In this book, Johnny Arlee, a Salish teacher and spiritual advisor, shares what the elders taught him about the early Salish Indian celebrations at Arlee. He also discusses some of the changes he remembers in Arlee Celebrations. Rex C. Haight, an amateur photographer from Missoula, Montana, takes us on a photographic tour of the Arlee Fourth of July Celebration of about 1940. The last section features interviews with Salish elders and young people about their memories of the Arlee Celebration and its importance to the Salish Indian people in the 1990s.


Beck, Peggy V., Anna Lee Walters (Pawnee/Otoe), and Nea Francisco (Navajo). *The Sacred:


Summary:
This text is based on letters written by students, parents and administrators from the Flandreau School in South Dakota and the Haskell Institute in Kansas. “This correspondence chronicles the emotional and cultural impact that boarding schools had on individuals, families and communities. To assess that impact, the author examines several key areas: the effects of separation on children and parents; the dangers of illness; the nature of boarding school work; and the techniques of resistance and rebellion.” Native Peoples


Summary: Each of the questions originated as an inquiry by email, phone, or personal visit to the museum. The authors hope “the book will help eliminate stereotypes and misinformation created and perpetuated by a lack of accurate information about Native Americans in the schools, the media, and popular books and films.” Wilma Mankiller (Cherokee). Fifty questions and their one to two-page responses are organized according the following topics:

- Identity
- Origins and Histories
- Popular Myths
- Clothing, Housing, Food, and Health
- Ceremony and Ritual
- Sovereignty
- Animals and Land
- Language and Education
- Love and Marriage
- Art, Music, Dance, and Sports

Further Reading and Index


Part I: America B.C. (Before Columbus)


Table of Contents:
- Introduction – Traditional Agriculture and Biodiversity
- Removal from the Land and Food – Federal Indian Policy, Diabetes, Commodity Foods
• Further Removal from the Land – Industrial Agriculture and Biotechnology
• Food is Medicine – practices from a variety of tribes
• Recovery of the People
• Resource Guide


Missoula, MT: University of Montana School of Journalism,


**Summary:** AIn this book you will find answers to questions about the Indian way of life, past, present, and future. The language and style is easily acceptable to all reading levels and age groups. It is also suitable for college study, and historians will welcome the fresh insights to age-old material.


**Summary:** Stereotypes and Realities provides researched contradictions to 24 stereotypes, as well as The effects of stereotyping, Do’s and Don’ts for teaching, Guidelines for Scholars, Course outline for American Indian History, and a course for American Indian women in History.

“Recommended Readings” follow each stereotype explanation.

1. Indians are all alike.
2. Indians were conquered because they were inferior.
3. If Indians had united, they could have prevented the European invasion.
4. Indians had no civilization until Europeans brought it to them.
5. Indians arrived in this hemisphere via the Siberian Land Bridge.
6. Indians were warlike and treacherous.
7. Indians had nothing to contribute to Europeans or to the growth of America.
8. Indians did not value or empower women.
9. Indians have no religion.
10. Indians welcome outsiders to study and participate in their religious ceremonies.
11. Indians are a vanished race.
12. Indians are confined to reservations, live in tipis, wear braids, and ride horses.
13. Indians have no reason to be unpatriotic.
15. Indians’ affairs are managed for them by the B.I.A.
16. Indians are not capable of completing school.
17. Indians cannot vote or hold office.
18. Indians have a tendency toward alcoholism.
19. “My grandmother was an Indian.”
20. Indians are all fullbloods.
21. All Indians have an “Indian name.”
22. Indians know the histories, languages, and cultural aspects of their own tribe and all other tribes.
23. Indians are stoic and have no sense of humor.
24. Indians like having their picture taken.


The CIP information for *The History of the Assiniboine and Sioux Tribes of the Fort Peck Reservation, 1800-2000,* is still forthcoming from the Library of Congress. In the meantime, the OCLC catalog number is 213472356.

**Montana Indians: Their History and Location.** Helena, MT: Montana Office of Public Instruction, 2004.

**Native Peoples: The Arts and Lifeways of Native Peoples of the Americas.** Phoenix, AZ: Media Concepts Group, Inc. (Periodical)


**Summary:**

“You probably want to know the basics: Who is an Indian? What is a tribe? Why do some Native people in the United States live on reservations? And, what is a reservation? Are American Indians citizens of the United States? We’ll answer those questions and more.” (3) This is not a book of answers in response to trivia. *Keeping Promises* is a serious and academic approach to answering the above questions. Each page features a color or black and white photograph of contemporary Indians and landscape. Threading across each page at the bottom are significant events in American Indian history and the history of Federal Indian Policy, beginning with 1492 and Columbus’ “claim” to the Religious Freedoms Restoration Act in 1993. *Keeping Promises* is an essential book that succinctly clarifies through the visual and the verbal some of the most significant issues regarding American Indians today.


With the help of Blue Heron Woman, Betty Wetzel, Long Standing Bear Chief (Harold Gray) “The Winter Count presented in this book is a chronology which includes both events which happened within Montana and some events of national importance—such as laws, court cases, books, and attitudes—which impacted the Indians living in Montana. The book divides the history of Indian Montana into the following eras: Before the Europeans, Explorers & Traders, Treaties & Reservations, Allotment & Assimilation, Tribal Reorganization, Termination, and Self-
Determination.”


**All Essential Understandings**

**Photo Essays**

**Summary:**

Topics Include archeological digs, traditional regalia, pow wows, Indian life today, The Virginia Council on Indians, local reservations, Virginia-recognized tribes, museums, other resources including Web sites and educational programs.