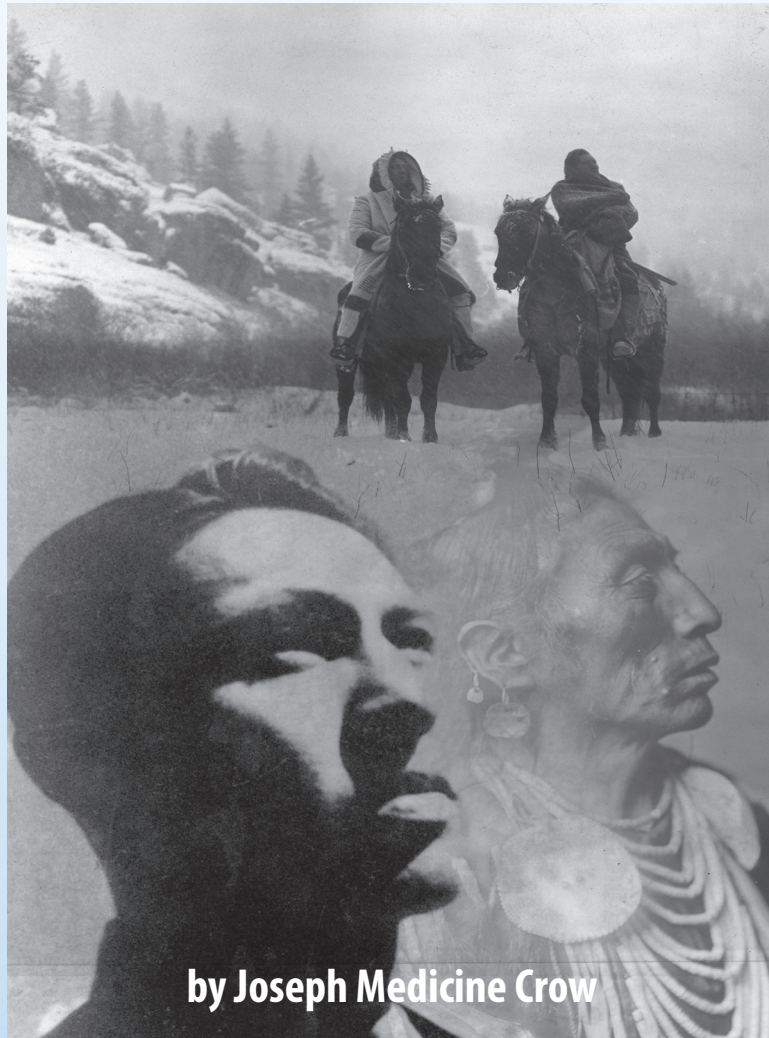


Counting Coup: Becoming a Crow Chief on the Reservation and Beyond



Model Teaching Unit English Language Arts
Secondary Level

Written by Dorothea M. Susag

Published by the Montana Office of Public Instruction 2010
Revised 2014





Cpl Joseph Medicine Crow, US Army 1942 - 1946

Library of Congress, Prints & Photographs Division, Edward S. Curtis Collection,
For a winter campaign –Apsaroke, [reproduction number LC-USZ62-46978]
Medicine Crow – Apsaroke, [reproduction number LC-USZ62-106886]

Courtesy of the Little Big Horn College Archives Photographic Collection, Crow Agency, MT
Cpl Joseph Medicine Crow, US Army 1942-1946

Cover collage design: E. Leidl

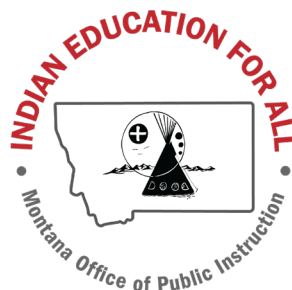
Counting Coup
Becoming a Crow Chief on the Reservation and Beyond

By
Joseph Medicine Crow

Model Teaching Unit
English Language Arts
Middle School Level with Montana Language Arts Standards

Written by Megkian Doyle
with additions by Dorothea M. Susag and Shane Doyle

Published by the Montana Office of Public Instruction
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by Joseph Medicine Crow

Model Teaching Unit
English Language Arts

Middle School Level with Montana Common Core Standards

Anchor Text

Counting Coup Becoming a Crow Chief on the Reservation and Beyond by Joseph Medicine Crow

Fast Facts

<i>Genre</i>	Autobiography/Memoir
<i>Suggested Grade Level</i>	5-8 (7th for this lesson plan)
<i>Tribe</i>	Crow
<i>Place</i>	Crow Agency, Montana; Bacone Indian School in Oklahoma, WWII Germany
<i>Time</i>	1913 - 1946

Overview

Length of Time

Counting Coup and supplementary materials may be taught over two to four weeks. Because the unit includes a variety of activities and questions, it may be used with students from grade levels 6-12. Teachers will need to select the questions and activities most appropriate for their grade level. They will also select activities that meet a balance of standards, making choices about the activities that will take more time and additional resources.

This unit can be differentiated for students by using alternative recording methods (other than writing) and by selecting only certain questions rather than all leadership log questions. In addition, at several points the teacher can stick to a basic reading of the text rather than engaging in the various enrichment activities, or the teacher may access the included extensions either to focus on certain issues that require clarification or to create additional learning opportunities for accelerated learners.

Teaching and Learning Objectives

Through reading *Counting Coup*, and participating in this unit, students can develop lasting understandings such as:

- Understanding, respect and insight into the beliefs, actions, and experiences of others are gained when we listen to them tell their own stories.

- Stories such as those in this unit contradict many popular stereotypes while they reinforce the diversity of tribes and individual American Indians.
- Memories of home and skills learned when young can help individuals overcome even the most terrible challenges.
- Practicing critical thinking skills, reading and writing skills, and speaking skills can help develop proficiencies that can last a lifetime.
- Pre-reading research to effectively gather information can provide the clues needed to understand more complex texts.
- Leadership is a skill that can be learned and practiced to develop proficiency.

About the Author

Joseph Medicine Crow was the first Crow male to earn a master's degree. He earned that degree in history in 1939 with the thesis, "The Effects of European Culture Contact upon the Economic, Social, and Religious Life of the Crow Indians."

The University of Southern California and Rocky Mountain College have bestowed honorary doctoral degrees on Joseph Medicine Crow, and he currently serves as the official tribal historian of the Crow people. For his service to America, Joseph Medicine Crow received the Presidential Medal of Freedom, America's highest civilian honor, on August 12, 2009. He was particularly recognized for his "contributions to the preservation of the culture and history of the First Americans." In cooperation with Herman J. Viola, Curator Emeritus of the Smithsonian Institution, Joseph Medicine Crow wrote his autobiography when he was in his nineties.

Joseph Medicine Crow died in 2016 at the age of 102.

Text Summary

Joseph Medicine Crow chronicles his life as a child and young adult on the Crow Reservation during the period when the Crow people transitioned from their nomadic traditions to life on a reservation. *Counting Coup* begins in "the old tribal days" and the Crow warrior tradition and ends with Joseph Medicine Crow reciting his war deeds to his relatives after returning from Germany and WW II. While the time when warriors can "count coup" in the traditional sense is past, Medicine Crow's experiences mold him into a leader, able to count the four coups and become a chief by the time he completes his service in WWII. This humorous, poignant, and honest memoir rings clear with Medicine Crow's voice, and the reader can easily imagine the storytelling situations in which readers hear these stories just as they are told. "Trained as a warrior by his grandfather Yellowtail, Winter Man [Medicine Crow and later High Bird] bathes in icy rivers, races horses, plays games with his friends, confronts his greatest fears, and listens to stories of counting coup – performing war deeds – in the time before the Crow were confined to the reservation" (front cover flap of book). Young Joseph attends Baptist school and then boarding school. He retells his elders' personal, humorous, and daring stories about events such as the Battle of the Little Bighorn, frequently contradicting commonly held beliefs and stereotypes about Indians in general, about the Crows specifically, and about relationships between tribes. "Warfare was our highest art, but Plains Indian warfare was not about killing. It was about intelligence, leadership, and honor." (18)

In the Foreword, Herman J. Viola and Joseph Medicine Crow express their thanks to those who helped them tell this story: George Horse Capture, Tim Bernardis, Sherman and Myrtle Hubley, Nancy Feresten, and the staff of the National Geographic Society. Four pages of full-color photographs are included in the center of the book.

Rationale for *Counting Coup* and the Unit

- *Counting Coup* and the unit provide opportunities for students to learn history about the Crow tribe as well as background knowledge about World II.
- Activities in the unit require students to engage in higher level thinking skills while they develop their own skills in reading and writing.
- Writing prompts that go with each chapter and the additional activities in Appendix C help students meet the requirements of the Common Core Standards.
- *Counting Coup* and the unit meet all the *Essential Understandings Regarding Montana Indians* (Appendix D).
 - EU1** Through the unit, students understand the uniqueness of one tribe’s culture, as well as others with whom they interact.
 - EU2** *Counting Coup* demonstrates Joseph Medicine Crow’s unique identity, as well as the other American Indian authors and poets featured in this unit.
 - EU3** With the inclusion of traditional stories in the unit and Medicine Crow’s inclusion of traditional and oral histories in his narrative, readers will see how these traditions persist into modern daily tribal life.
 - EU4** Shane Doyle’s lesson on “Crow Country” helps clarify questions regarding reservation history and what the treaties and agreements mean to the Crow and to the federal government.
 - EU5** With the additional online primary documents and Doyle’s lesson, as well as Medicine Crow’s text, students will gain insight into federal policies and their impact on the Crow people. In particular, they will learn more about the Treaty, Allotment, Boarding School, and Self-determination Periods.
 - EU6** The writing of Joseph Medicine Crow and additional American Indian poets and authors in this unit demonstrates the subjective experiences of the tellers. Their stories help to contradict popular stereotypes about Indians, especially when contrasted with some of the treaties and essays included in the unit.
 - EU7** The texts in this unit reinforce the sovereignty of the Crow Tribe.
- This unit provides an extensive bibliography of reliable resources for teachers, utilizing primary sources and documents whenever possible. These resources provide opportunities for students to go beyond the anchor text to build their understanding of Crow history and culture, to better understand the histories and cultures of Montana Indians, to make literary connections between a variety of texts, to practice discussion and collaboration, and to help them better understand themselves and others while appreciating our common humanity.
- There is enough material in the entire unit for teachers to create a balance of activities that will help students develop proficiencies to strongly meet Montana Speaking/Listening, Reading, and Writing Standards.
- Using the chapter summaries as a guide, teachers might use individual chapters to make thematic connections to other texts.

Critical Shifts to the Common Core Standards (also see Appendix A)

Teacher Tip:

While specific activities are aligned to standards, particularly the reading/writing/speaking activities for each reading, teachers will find evidence throughout *Counting Coup* and the unit to assist students' development of skills to meet the Anchor Standards for Speaking/Listening, Reading, and Writing identified below.

- SL.1:** Each day in the unit provides opportunities for students to participate in a range of conversations or collaborations so students might build on others' ideas.
- SL.6:** Throughout the unit, students will experience opportunities to engage in a variety of speaking contexts and communicative tasks, using language appropriate to audience and task.
- CCRA.R.1:** Whenever students are asked to read and respond in writing or speaking, they will cite strong and thorough textual evidence or evidence from their own experience to support their interpretation or conclusion.
- CCRA.R.2:** *Counting Coup* communicates themes of cultural and personal loss and survival, justice/injustice, promise/disillusionment/betrayal, self in society and trickery. As students read this memoir, they might trace a selected theme and show how it is developed throughout the text, citing specific details that support their analysis.
- CCRA.R.4:** The vocabulary list for this unit will provide opportunities for students to practice defining terms in context. Medicine Crow also includes figurative language, especially understatement, in his storytelling, particularly at the end of a story he tells.
- CCRA.R.6:** Throughout the unit, *Counting Coup* demonstrates the point of view of a native author, writing from the perspective of his people; it is his story, not the story of an outsider.
- CCRA.R.9:** While reading *Counting Coup*, students can see how Medicine Crow has shaped this narrative for his readers, incorporating stories he was told as a child: war stories, stories of how they survived under the new ways on the reservation, traditional Crow stories of Wise Man, and the four basic principles of life, the source of power and spiritual people, and special places for the Crow people. He also includes stories of the Little People and how they have helped the Crow people.
- CCRA.W.10:** Every day, students will write in shorter or over extended time frames for a range of tasks, purposes, and audiences.

Resources/Materials, Strategies and Assessment

Appendices

Appendix A: College and Career Readiness Anchor Standards

Appendix B: Reading/Writing/Speaking Activities for Each Chapter

- Appendix C: Additional Reading/Writing/Speaking Activities Targeting Specific Common Core Standards
- Appendix D: Essential Understandings Regarding Montana Indians
- Appendix E: “Need to Know” Worksheet
- Appendix F: “Crow Country”: A Lesson by Shane Doyle
- Appendix G: Map of Crow Country: Original Apsáalooke land holdings and present reservation
- Appendix H: Oral Histories and Interviewing
- Appendix I: Bibliography

Reading and Writing Strategies

CCRA.R.1, 2, 3, 4, 6, 8, 9, 10; CCRA.W.1, 2, 4, 9, 10

For each chapter studied in this unit, students are asked to read closely and draw inferences from the text. As they respond in speaking and writing, they will cite evidence for their conclusions about explicit statements or inferences or where the text leaves matters uncertain. Primarily narrative, individual chapters in *Counting Coup* might be read as narrative essays. Teachers can use any of the following reading/writing strategies as they address this standard and their students’ needs:

- 1. Reading/Writing Strategy:** Students will read the entire paragraph, chapter, essay, or document and respond to the following questions:
 - a. What is the **subject or topic**? What specific evidence in the text leads to your conclusion?
 - b. What is the **author’s opinion** about the topic? What specific evidence in the text leads to your conclusion?
 - c. Identify the author’s **claim or thesis statement**. Is it consistent with your conclusion about the author’s opinion?
- 2. Reading/Writing Strategy:** After reading the document or essay, or chapter, students will respond to the **D.I.C.E. prompt** and write about what. . .
 - a. **Disturbs**
 - b. **Interests**
 - c. **Confuses** (This is a place where students might identify words or phrases in the text they don’t understand, and they can discuss the denotative and possible connotative meanings of challenging vocabulary.)
 - d. **Enlightens them**. . . about a topic, text, or issue.

3. **Reading/Writing Strategy:** Students will respond to specific phrases or sentences that leave matters uncertain or ambiguous.
 - a. **What does it say?** (What’s the literal or explicit meaning?)
 - b. **What might it mean?** (What is the author suggesting without directly stating it? What might readers infer or read between the lines? Conclusions might go beyond the text to larger contextual knowledge basis.)
 - c. **Why does it matter?** (How does the meaning any particular audience might attribute to the statement result in actions or policy or consequences to other relevant groups? How does the inferential meaning as opposed or consistent with the explicit meaning affect a goal of authentic and accurate information and our understanding of ways perspective influences meaning and understanding?)
4. **Reading/Writing Strategy:**
 - a. What’s the **problem**? What evidence in the text leads to this conclusion?
 - b. What are possible **solutions**? What evidence within or outside the text leads to these conclusions?
 - c. Do I have enough **information** to support or verify a conclusion?
5. **Reading/Writing Strategy:**
 - a. What is the **situation**? What evidence in the text leads to this conclusion?
 - b. What are the **causes** of a situation? What evidence within or outside the text leads to these conclusions?
 - c. What are the **effects** of a situation? What evidence within or outside the text leads to these conclusions?
 - d. Do I have enough **information** to support or verify a conclusion?
6. **Reading/Writing Strategy:**
 1. What’s changed? What evidence in the text(s) leads to this conclusion?
 2. What’s stayed the same? What evidence in the text(s) leads to this conclusion?
 3. Why? What evidence within or without the text leads to this conclusion?
7. **Reading/Writing Strategy – R.A.F.T.S. readwritethink:** R.A.F.T.S. information created by the International Reading Association and the National Council of Teachers of English is available [online](#).

Role: Helps the writer decide on point of view and voice.

Audience: Reminds the writer that must communicate ideas to someone else; helps the writer determine content and style.

Format: Helps the writer organize ideas and employ the conventions of format, such as letters, informal explanations, interviews, or speeches.

Topic: Helps the writer focus on main ideas.

Strong Verb: Directs the writer to the writing purpose, e.g., to persuade, analyze, create, predict, compare, defend, evaluate, describe, inform.
8. **Reading/Writing Strategy:** After each reading, students might ask “**I wonder how?**” or “**I wonder why?**” to clarify any ambiguities and promote active reading as they consider possible implications of words and phrases. The questions might also prompt further research.

9. **Reading/Writing Strategy – Media Literacy:** While watching a film or video, divide students into five groups. Each group will focus on one of the five topics highlighted in **bold**. They will take notes with specific supporting evidence. To help them with their analysis, each group will also consider each of the following questions: * What do you notice? What does it mean? * Why does it matter to you, to the subjects of the film, for the purpose of the film, etc.? * What is the effect of your topic/question on you as a viewer? What might the producer’s choices make you think, believe, or feel as you watch and listen?
- What **music and instruments** play in the background in each scene? What kind of action is going on at the same time?
 - Where is the **camera located**, and what does it focus on? Look at the camera angles (above or below, close ups, etc.).
 - What kind of **weather or lighting** accompanies specific aspects of the narrative?
 - How does the director create **sympathy for the characters** in the film? How do you know what each character wants? What do you see happening or hear people say?
 - Who or **what is good? or bad?** What makes you think this?

10. **Reading/Writing Strategy:** Determine the **theme or central idea** after completing the reading of each chapter. Once a theme or central idea is determined, identify specific details (evidence) to support a central idea. Students might follow the following model prompts:

Theme: To determine theme (a noun or noun phrase), students might complete the following sentence: “When I finished reading this chapter or essay or poem, I determined _____ was an important theme.”

Central Idea: To determine the central idea (complete sentence) students might complete the following sentence: “When I finished reading this chapter or essay or poem, I *understood* (subject-verb independent clause). The central idea is the larger picture, the claim, the thesis—the way we make sense of the specific details.

Vocabulary

Adopting (6)	Wary (65)
Tradition (9)	Township (68)
Adversaries (14)	Prejudice (69)
Enrollment (17)	Reenactment (81)
Assimilation (19)	Pantomime (81)
Arbor (20)	Sacred places (84)
Symbolically (21)	Medicine Wheel (85)
Medicine man (25)	Travois (90)
Fasting (25)	Commission (102)
Matrilineal (27)	Legacy (107)
Allotments (30)	Paddock (116)
Kinship (31)	Giveaway (121)
Self-sufficient (39)	Cherish (123)
Harrowing (56)	

Assessment

1. **Leadership Log: Apply Writing Strategy #7: R—role, A—audience, F—format, T—topic, S—strong verb**
 - a) **Format:** Choice of journal, plain paper pages, PowerPoint presentation, computer log, tape recording, video recording, etc., or teachers might have students decide for themselves what they might use.
 - b) **Length of entries:** Base this on the amount of time you expect them to write, perhaps 15-30 minutes per entry. Avoid a specific word count. You might suggest a minimum number of questions to respond to. If they respond to all, you might get only one or two sentences per question rather than any developed ideas.
 - c) **Audience:** In discussion with students, determine the audience for this log because that will affect the kind of writing they do. Ask them to consider an audience other than themselves and the teacher, such as a grandchild, elder, friend, younger students, or someone they might want to give the log to as a gift. However, you might consider the audience will only be themselves, and then the final product will be something they want to keep with pride. The decision regarding audience helps establish a good reason for doing this exercise well.
 - d) **Criteria for Final Product.** Assign point values for each of the following:
 - **Ideas and Voice:** Did they thoughtfully and honestly respond to the questions, reflecting what they think and feel? Their writing will be much more memorable if they support their initial “topic sentence” or response to the question with a personal story that illustrates their idea. This process, of course, will take more time. They can use Joseph Medicine Crow’s storytelling expertise as a model for how they might do the same thing.
 - **Organization:** Is the Leadership Log sequential in terms of how the assignments were made? Have they used transitions from one idea to another to help the ideas flow?
 - **Word Choice:** Has the student avoided jargon, using words that are appropriate for the audience?
 - **Conventions:** This might vary depending on the format. But if they use a computer, they should run a spell and grammar check.
 - **Presentation or Final Product:** Neatness, creativity (inclusion of drawings or photographs), and carefully bound. If students choose tape recording or video, you might ask for a transcription to help build writing skills.
2. **Selected Optional Reading/Writing/Speaking Activities listed in the day-by-day lessons and Appendices B and C.**

Day by Day Plan

Teacher Tip:

- The unit features **five** main reading/writing/speaking focuses:
 1. **Leadership Logs** in response to students' reading of each chapter.
 2. **"Crow Country" lesson** by Shane Doyle.
 3. **Appendix B: Optional Portfolio Reading/Writing/Speaking Assignments** to go along with each chapter. (Teachers might elect to postpone any or all these assignments until the entire book is read and Leader Logs completed.)
 4. **Appendix C: Optional Activities** to help students meet **additional Montana Standards** as they read, understand, and analyze the more complex and challenging informational texts or primary documents such as essays, speeches, treaties, and agreements.
 5. **Ten Reading/Writing Strategies** will help teachers address standards and their students' needs.
- Depending on time available to do this unit, teachers will select from additional **Reading/Writing Assignments** or **Additional Activities** to extend the students' experience with Medicine Crow's book and additional readings.
- The first days of the unit should foster students' curiosity and engagement while they build background knowledge that moves from general to the specific.
- For each **chapter** studied in this unit, students are expected to read closely, drawing inferences from the text. As they respond in speaking and writing to the anchor text or to supplementary non-fiction texts, they will cite evidence for their conclusions about explicit statements or inferences or where the text leaves matters uncertain.
- Team up with your school librarian to help identify and efficiently use resources need for activities in this unit.
- The **CCRA Standards Designations** for each chapter assume teachers will be using some **Reading/Writing Strategies** and Activities in **Appendix B**.

Introduction to Crow History and Landscape

CCRA.R.1, 2, 4, 6, 8, 10; CCRA.W.2, 7, 10; SL.1, 4

Activity 1 - Procedure

1. **Introduce** the book by discussing genre (autobiography/memoir), author, and time period (1913 -).
2. **Read aloud Forward and Introduction.**

Students will respond to the following questions or prompts:

 - a. Write any **words or phrases** that are confusing, new, or unfamiliar, or respond to **Reading/Writing Strategy #2**: What Disturbs, Interests, Confuses, or Enlightens you?
 - b. Following the Forward and Introduction, consider this question: "What do we need to know to better understand what is happening in this book?" Applying **Reading/Writing Strategy #8**—I wonder why? or I wonder how? students will make a list of "**need to know**" words or phrases such as the following:
 - Crow Country
 - Crow Reservation

- adoption
- Indian names
- National Museum of the American Indian
- tribal colleges
- missionaries
- counting coup

3. **Option A (1 day)** – Allow students to choose a **“need to know” topic** from the list you and the class developed in the exercise above. They will work in pairs or small groups throughout the unit to gather information about the topic. Then give each student group five minutes to provide some background on the topic they chose. The student-listeners will take notes for reference, citing specific evidence for any conclusions they draw as they read Medicine Crow’s memoir. They will also assess the credibility of each source and use appropriate processes for quoting, paraphrasing, and citing information. Also provide Montana and U.S. maps for these presentations.

Option B (2 days) – Provide background for the students on each of the **“need to know” topics** requiring students to take notes that may be used as a reference during reading. Provide accurate citations (in the format your school uses) for each of the research materials you use as models. This will reinforce the importance of accuracy in giving credit where credit is due and avoid plagiarism.

4. Encourage students to continue to do **reading research (Research Log)** throughout the course of their reading. Consider requiring students to hand in their research on at least **two “need to know” items** they encounter during their own reading (**Appendix E**).

Activity #2

Conduct Shane Doyle’s lesson about “Crow Country” in **Appendix F**. While this lesson might be taught in one class period, the links to treaties and agreements can provide more opportunities for students to read primary documents, trace arguments, determine perspective, and evaluate those documents for their impact on Crow people then and now.

Activity 3 - Options

1. Invite a Crow storyteller to your class, if available.
2. Have students listen to the *Montana Skies: Crow Astronomy* stories and invite the science teacher to participate in the lesson. This integrates traditional Crow oral star stories with ethno-astronomy and contemporary astronomy concepts guided by Crow keepers of that knowledge. [Teachers Guide Videos](#)
3. Introduce students to Crow stories by reading aloud from Joseph Medicine Crow’s, *Brave Wolf and the Thunderbird*, and then providing students with copies of Crow stories, sent to schools from OPI or [available online](#). They are listed in **Appendix I**.

Introduction to Leadership Focus

CCRA.R.1, 2, 6; CCRA.W.10; SL.1, 4

Activity: Becoming a Leader—No Shortcuts

1. Begin class with a discussion of leadership. Allow students to suggest names of at least three people they believe are leaders. Engage students in a discussion exploring the following questions:
 - a. How do we define a leader? What do you have to do to be considered a leader?

- b. How did these people become leaders? What steps did they go through to become leaders?
 - c. In what areas do you think you might be a good leader?
 - d. How is it possible to lead even when you follow?
 - e. Thinking about the Introduction we read yesterday, what expectations did the Crow people have for their leaders? What experiences did they want their leaders to have?
2. Introduce the **Leadership Log** a way for students to examine themselves as leaders while they read about Joseph Medicine Crow’s experiences. Students essentially take a mental journey through various aspects of leadership in their own lives. Before you begin, provide the parameters and criteria by which you will assess their work. With each of the following, discuss the perspectives of the writers and the probable audiences for each log.
- a. Examples of logs:
 - [National Oceanic and Atmospheric Administration](#)
 - A holocaust video log made by Rabbi Salomon as he tours holocaust sites. [Video Log 1 of 8](#)
 - Lewis and Clark’s logs:
 - [Lewis & Clark’s Historic Trail](#)
 - [Project Gutenberg](#)
 - [Journals of the Lewis & Clark Expedition](#)

Teacher Tip:

Teachers might use any of the **questions** that follow each chapter summary to help students engage with and better understand the text in whatever manner best suits the students’ needs.

Chapters 1-3

CCRA.R.1, 2, 3, 4, 6; CCRA.W.10

Read Chapter 1

Summary: Medicine Crow describes his birth on October 27, 1913, the surrounding traditional ritual, and how he got his name “Winter Man.” He concludes with the story of his grandfather Yellowtail’s “physical education regimen.”

Recall and/or Research Questions

1. How is a Crow child named?
2. Where is Lodge Grass, Montana, and the Little Horn River?
3. How did grandfather Yellowtail train Winter Man to be a tough warrior?

Read Chapter 2

Summary: Medicine Crow identifies his tribe and clan and then compares and contrasts the traditional *Absarokee* [*Apsáalooke*] homeland and warrior tradition with the reservation in the early days and today, particularly the meaning of *coup* to the “Plains Indian warrior.” Including specific names of elders he respected, he shares a story about a Sioux boy who whacked him in the head to *count coup* on him. Frequently, the Crow would gather with former enemies from the Sioux and Cheyenne tribes, and the elders would tell stories about long ago days—good memories for him.

Teacher Tip:

- *Apsáalooke, Absaloke, Absarokee, Absaroke, Absorkee*, etc. are all iterations of the same root word referring to the Crow people's name for themselves, "Apsáalooke."
- A definitive spelling of this word has only come about fairly recently, historically speaking, as a result of the translation of the oral Crow language into a written language cataloged by the Crow people. Some of the variations in spelling are due to the oral tradition and the fact that how the word was recorded by trappers, settlers, traders, explorers, etc. who spelled the word phonetically.
- One look at the Lewis and Clark journals is a good illustration of how, at that time, phonetic spelling created some major variations in word spellings. Once students understand the word variations, brainstorm the many places, mountain ranges, names of businesses, etc. named for the Crow people.
- In the DVD "Leaders of the Crow Nation," *American Indian Tribal Histories Project* Educational DVD set (3 of 5), Western Heritage Center, Joseph Medicine Crow explains four coups, and he and the other five speakers talk about the early Crow leaders, the beginnings of the reservation, relevant treaties, and the impact of federal policies on the Crow people. This DVD set is useful in support of Shane Doyle's "Crow Country" lesson (Appendices G and H). The DVD can be viewed on the Western Heritage Center [website](#).

Recall and/or Research Questions

1. Why did Joseph Medicine Crow have two names?
2. What is Joseph Medicine Crow's tribal enrollment name?
3. What is the true tribal name of the Crow people?
4. How many clans do the Crow have?
5. Who did the Crow have to fight to defend their homeland?
6. Why did Plains Indians participate in warfare?
7. When was the Crow reservation established?
8. What is the literal meaning of "coup"?
9. What happened at the July 4 celebration at Lodge Grass in 1926?

Interpretative-Level Questions

10. What might Winter Man mean when he says, "In a way, I have walked in two worlds my entire life"?
11. How did the Crow and the Sioux symbolically keep the tradition of counting coup alive?

Read Chapter 3

Summary: Joseph describes his family (The Medicine Crows and the Yellowtails) and the people who raised him, vision quests, Indian housing on the reservation, his great-grandmother's resistance to new ways of living, and his adopted grandfather, One Star, who was a policeman for the Bureau of Indian Affairs. After One Star died, Joseph inherited his 160-acre homestead allotment. Raised by "pre-reservation Indians," Joseph was also raised Christian. The people in Lodge Grass asked for a school close to the reservation, so the Baptists built the school, and many Crow joined the church.

Recall-Level Questions

1. What were Joseph's parents' names?
2. Retell Chief Medicine Crow's vision.
3. Who was Bear That Stays By The Side Of the River?
4. Where does Joseph live now, and how did he obtain the place where he lives?
5. What are the two main religions now on the Crow Reservation?
6. What is the Tobacco Society?

Interpretative-Level Question

1. Describe the housing and living conditions during the early years of the Crow Reservation?
2. Describe Joseph's parents, his mother's parents, the Yellowtails, and his other grandparents, the One Stars.
3. What was Joseph's religion? Explain how that occurred.
4. How does Joseph Medicine Crow describe boarding schools?

Chapters 1-3 Leadership Log

Following the reading, students will respond to the following questions in their Leadership Logs (remind them to record the question and then answer it):

1. What does a good leader do or say? What kinds of experiences do you think strong leaders should have?
2. Describe the training experiences Joseph's grandfather put him through to make him stronger.
3. Identify at least two types of training you have gone through to make you stronger?
4. Who are the people who help prepare you and how do they prepare you?
5. Joe talks about the history of the Crow people and about Crow traditions and beliefs. How do they influence him?
6. Identify at least two ways your own family history, traditions, and beliefs have influenced how you are making it through life?
7. When you experience difficulties, how do you stay strong and make good choices?

Chapters 4-8

CCRA.R.1, 2, 3, 4, 6; CCRA.W.10; SL.1, 4

Activity

Students will share and discuss excerpts from **Chapter 1-3 Leadership Logs**. Teachers will remind students of the reading research assignment and their **Research Logs** regarding the **Need-to-know** questions. Review the criteria for their research logs. What do you expect them to look like? This is an opportunity to explain the standards and how the students' work meets the standards. Be very specific. How much do you expect them to accomplish in how much time?

Read Chapter 4

Summary: Despite the suffering due to hunger and disease contributing to serious losses within the Crow population, people survived. Joseph Medicine Crow lightens the tone with two stories about resiliency and persistence; one about stealing beef from cattlemen who paid little for the use of grazing land on the reservation, and the other about an old Crow man who doesn't speak English and the white man in the Stevenson Trading Post in Lodge Grass who doesn't speak Crow.

Recall-Level Questions

1. What happened with the one-armed Crow Indian?

Interpretive-Level Questions

1. Why was the Crow population so low?
2. Why was it so difficult for the Crow people to get enough to eat? How did the Crow manage?
3. Why did the Crow feel justified in stealing beef?
4. Explain the Yellowtails' experience in the Lodge Grass stores?

Read Chapter 5

Summary: This chapter includes stories about games and playing outside in the summer: tops made of rocks, mud fights, “shinny” (like field hockey), fishing, throwing arrows, swimming, and playing the stick game.

Recall-Level Question

1. Describe some games and activities the Crow children played. (Indian Education for All [Traditional Games Unit](#))

Read Chapter 6

Summary: Joseph started at the Baptist School when he was six, not knowing any English. The story shows how that experience affected him. After a very bad day, his great-grandmother Bear That Stays by the Side of the River convinced him “white people were to be feared, that they were dangerous and mean” (47). He stayed at that school for three years and didn't learn “much of anything at all” (47).

Recall-Level Questions

1. Describe Joseph's first day of school?
2. Why did Joseph Medicine Crow fear white people?

Read Chapter 7

Summary: Joseph writes about horse racing on the Crow Reservation. He tells a story about his first experience riding in a race and One Star's long-distance racehorse named Glass Eye. Although he lost that race, he won every other one he entered for several years, riding in races as much as 300 miles away from home.

Recall-Level Questions

1. Why were the summers getting better and better?
2. What did One Star buy for Joseph?

Interpretative-Level Question

1. Describe and explain the important race at Crow Agency, the headquarters of the Crow Indian Reservation.

Read Chapter 8

Summary: This chapter relates a story about the time Joseph Medicine Crow confronted his three greatest fears all at once in the Indian Health Service hospital. His fears were ghosts, white men, and

Sioux. He met and learned to appreciate them in one man, Thomas LaForge, who spoke to him in Crow. LaForge was the man the Crow called “the white Crow Indian,” but his Indian name was “Horse Rider.”

Recall-Level Questions

1. Describe Joseph’s three main fears?
2. How did he confront all three fears?
3. Who was Thomas H. LaForge?

Chapters 4-8 Leadership Log

Following this reading, ask students to respond to the following questions:

1. In what ways are you learning to be self-sufficient?
2. In what ways have you learned to work with others in a community?
3. Why are both being self-sufficient and working with others important qualities in a leader? Joseph Medicine Crow describes how the games he and his friends played prepared them for life. How do school activities, sports, games, and other extracurricular activities improve your ability to be a leader?
4. Joseph Medicine Crow talks about how he learned to fear white people and Sioux. How are our perceptions of other people and events influenced by those with whom we grow up or near whom we live?
5. Are experiences worth having even if you fail, like when Joseph came in last in the horse race?
6. What have you gained from events where you have not done as well as you wanted to?
7. How can we examine our fears and try to understand what lies behind our fears in order to make good choices?

Teacher Tip:

- Question 7 provides an opportunity for a discussion with students about fears and biases. Why do we have them? You might begin by identifying the broad range of fears—not just fears of heights or spiders but fears of people who don’t look like us. You then can lead them to a discussion about sources of fears based on societal stereotypes, cultural biases, and family biases. Finally, what are “good choices”? How can we overcome our fears and come to a broader understanding of ourselves and those with whom we live and work?
- The following section (Chapters 9-12) covers four chapters because the **Leadership Log** questions deal with all four. You might separate the chapters and make selections of the most appropriate questions for your students’ needs and for your goals with this unit.

Chapters 9-12

CCRA.R.1, 2, 3, 4, 6; CCRA.W.10; SL.1, 4

Activity

Students will share and discuss excerpts from **Chapter 4-8 Leadership and Research Logs**.

Questions to engage students in a discussion about history and what it means. Consider using examples from a variety of texts to demonstrate the aspects of history you wish to discuss.

1. What is your definition of history?
2. How do we learn about the past?

3. How do we define “valid” or “acceptable,” and what do we consider valid or acceptable ways to learn about the past?
4. How are stories a way to learn history?
5. How might it be possible for two different accounts or stories of an event to both be true?
6. How do we know if the history we study in our textbooks is objective or subjective?
7. How can we use an autobiography or memoir like this one to learn truth about what has happened in the past?

Teacher Tip:

- **To help students answer question 6,** they might begin with **Reading/Writing Strategy 3** using paragraphs from available history books: What does it say? What does it mean? Why does it matter? The purpose is to look at how specific words and phrases communicate the perspectives of authors or publishers.
- You might also consult the following resources:
 - A 6-Day Unit plan, “Bias and Stereotype in Literature about Native Americans,” in *Roots and Branches: A Resource of Themes, Lessons, and Bibliographies* by Dorothea M. Susag,
 - *A Broken Flute: The Native Experience in Books for Children*, edited by Doris Seale (Santee/Cree) and Beverly Slapin
 - *How to Tell the Difference: A Guide to Evaluating Children’s Books for Anti-Indian Bias* by Beverly Slapin, Doris Seale, and Rosemary Gonzales
 - *Through Indian Eyes: The Native Experience in Books for Children*, edited by Beverly Slapin and Doris Seale

Read Chapter 9

Summary: This chapter is about the importance of memory regarding great and famous Crow chiefs and warriors; storytelling, particularly war stories, and various versions of the same stories with examples of what has survived despite the new ways on the reservation and how they have compensated for their losses. Joseph describes sweat baths for healing, his grandmother Kills in the Morning and her storytelling, and a meteor shower. The author includes a story about Wise Man and the “smartest, the wariest, the hardest to catch” creature, and another story about how Wise Man cleverly escaped Sioux warriors (64-66).

Recall-Level Questions

1. How did the Crow celebrate war deeds?
2. Why was the chiefs’ storytelling so important?
3. What are honor songs?
4. Retell grandmother Kills in the Morning’s story?
5. Explain how Wise Man escaped the Sioux.

Interpretative-Level Questions

1. What does a sweat bath mean to the Crow? Describe it.
2. Explain Wise Man’s challenge? How did he accomplish it?

Read Chapter 10

Summary: One Star removes Joseph from the Baptist School and enrolls him in the white man's school in Lodge Grass. Joseph experiences discrimination and outright meanness from other students, with one girl poking him repeatedly with a safety pin. However, he must make it work or, like his grandmother says, he will end up in a boarding school. Although he can hardly read, although he's been in school for three years, he manages to advance in grades, thanks to the tutoring from the teacher. Along with the challenges from whites, Indian kids pressure each other to not be white, making learning even more difficult. Sometimes they skip school; every day they have fights with white kids. Because they are always hungry, they intimidate the "Belgian boys" into giving them part of their lunches. This is a chapter about a boy's experience with bullying and how he survived.

Recall-Level Questions

1. Why was One Star upset with the reservation school?
2. Why did the State of Montana allow Crow children to attend public school?
3. What happened to Crow children who tried to use English?

Interpretative-Level Questions

1. Explain and provide reasons for the objections of the white people?
2. Describe Joseph's first day at the white man's school?
3. Why did he not pass the fourth grade?
4. How did the Crow children treat the whites? Why?

Read Chapter 11

Summary: Joseph Medicine Crow remembers White Man Runs Him, his grandmother's brother, and his grandfather in the Indian way. This chapter includes the following: stories about the Battle of the Little Bighorn and Custer from the Crow scout's perspective, answers to the question of why Crow scouts survived the battle, White Man Runs Him's spiritual power, a story about the filming of a western on the reservation in 1927, and a powerful memory of a celebration in June of 1926 where veterans of the battle were honored.

Recall-Level Questions

1. What is another name for the Battle of the Little Bighorn?
2. Describe the reenactment.

Interpretative-Level Questions:

1. What was the Battle of the Little Bighorn? What and why did it happen?
2. Why did White Man Runs Him refuse to speak to interviewers anymore?
3. Explain why the Crow scouts changed into traditional clothing before battle.
4. According to Joseph Medicine Crow, what happened with the movie set?
5. How did Joseph Medicine Crow feel about World War II and his involvement?

Read Chapter 12

Summary: This chapter begins with an explanation of the four basic principles of life, the source of power and spiritual people, and special places for the Crow people. Then Medicine Crow tells about the Little People and the story of Long Hair who received a blessing at the Medicine Wheel. Shortly before Long Hair died, he called the leaders of the tribe and said this: “the time has come to measure my hair” (86). Each one passed it to the next and cut off a piece to keep in their pouches as medicine from Long Hair. With the hair went a blessing of long life and health, and Long Hair told them the “Heart of the Mountain,” near Cody Wyoming, would die when he died. After they buried him, there was a landslide at the top of the mountain, leaving a form in the mountain with the image of Long Hair. The other story is about a little boy (Four Arrows or Sacred Arrows), the Little People who have helped the Crow “keep and preserve our beautiful land,” and a gap in the Pryor Mountains.

Recall-Level Questions

1. What are the four principles of life?
2. Who are the Little People and where did they dwell?
3. What do Native Americans call Pompey’s Pillar? Why?
4. What is the Crows’ Sacred Land?
5. What is the Crows’ special place in the Pryor Mountains?
6. What is a travois? Draw a picture of one.
7. Who was Four Arrows or Sacred Arrows?

Interpretative-Level Questions

1. Explain the role of a medicine man.
2. Who was Long Hair? Explain his story.
3. Explain what happened when Long Hair died.
4. How do the Crow honor the Awa-kulay?
5. Are there sightings of Little People today? Explain.

Chapters 9-12: Leadership Log

Following this reading, ask students to respond to the following questions:

1. Joseph Medicine Crow said that chiefs were highly respected by the Crow people because they had earned the right to leadership. In what ways can you gain the respect of those around you to earn the right to leadership?
2. What can the stories of our elders teach us about how to be better leaders?
3. Joseph tells about the honor songs that were made for chiefs. What are some ways we honor respected people in our cultures?
4. What effect does prejudice have on opportunity?
5. How might you have learned to think negatively about some people?
6. As a leader, how can you ensure you will treat everyone you work with respectfully?
7. On page 71 Joseph Medicine Crow talks about how “we punished ourselves.” What does he mean?
8. Can you think of times when you have had similar experiences?
9. Why do you think we sometimes feel the urge to bully others?
10. How should a leader respond to bullying and prejudice?

11. Interview one person whom you consider wise or who sets a good example for you. Ask that person to tell you one story that will help you in life. Remember not to ask the “leading questions” Joseph Medicine Crow talked about. Record this story in your log. (**Appendix H** provides a detailed procedure for conducting a formal interview.)

Chapters 13-15

CCRA.R.1, 2, 3, 4, 6; CCRA.W.10; SL.1, 4

Activity

Allow time for students to ask questions of you and each other regarding their reading or research.

Read Chapter 13

Summary: Because the “racial tension was at its worst” at the Lodge Grass School, Joseph asked to go to a boarding school. The Baptist preacher helped him get into Bacone Indian School in Oklahoma in 1929 when he was sixteen. Meeting all the other Indian kids from 30-40 different tribes made him want to collect Crow stories. In this chapter, Joseph Medicine Crow shares stories about what he did at boarding school, and the “outing experiences.” They were, for the most part, good experiences because he took advantage of every opportunity. Joseph Medicine Crow was the first male Crow to graduate from college — Linfield in Oregon, and the first one to earn a master’s degree. Looking across the Little Bighorn as he prepared to leave for college, his Cheyenne grandmother began to sing a song that represented what women would do when they “sent their husbands and sons off on the warpath.” Her singing gave him courage through college and through the war in Germany.

Interpretative-Level Questions

1. Explain the situation with the schools.
2. Where did Joseph go to school? What was that like for him?
3. What was ironic about Joseph’s job at the boys’ camp?
4. What kind of student was Joseph? Why was that special?
5. How was he sent off to college? How did it help him?

Read Chapter 14

Summary: Joseph was inducted into the army in 1942. Having been familiar with the Crow warrior tradition, he had similar expectations of the modern army. However, he was disappointed with the differences. Still, he carried “strong medicine” with him that protected him throughout his ordeal in Germany. When he returned from war, he passed his eagle feather to another Crow warrior.

Recall-Level Questions

1. What kind of duty did Joseph do? Why?
2. How did Joseph prepare for battle?

Interpretative-Level Questions

1. Explain why Joseph didn’t study anthropology at the University of Southern California.
2. What does “Going Without Water” mean?
3. Describe his first close call.
4. Explain the tradition of the white eagle feather.

Read Chapter 15

Summary: In “A Crow Warrior in Germany,” Joseph Medicine Crow has completed all “four requirements to become a chief” (107): first war deed (110-112); second and third war deeds (112-114); and fourth war deed (114-117).

Recall-Level Question

1. List the events where Joseph became and found out he was a chief.

Interpretative-Level Question

1. Describe or explain his first coup, second coup, third coup, and fourth coup.

Chapters 13-15 Leadership Log

Following this reading, ask students to respond to the following questions:

1. Joseph Medicine Crow had a number of stories that were important to him as he grew up. Consider the teaching stories from your own culture (like Aesop’s fables, Why stories, Bible stories or parables, nursery rhymes, etc.). Why is remembering and telling these stories valuable?
2. How do these stories help to form our character?
3. Joseph Medicine Crow liked to tell his Crow stories to the other Indian students he met as a way of telling them who he was. What stories would you tell someone who wanted to know you?
4. When things get difficult for you like they did sometimes for Joseph, where do you find encouragement and how do you ground or center yourself?
5. After Joseph came back from WWII, he gave his eagle feather to his cousin Henry as a way of mentoring him. What ways could you pass on what you have learned to someone else to mentor them?
6. When you look back on your life, what has your legacy been thus far?
7. Joseph remembered how he thought his grandfathers would have been proud of him riding that horse he took in the war. What experiences have you had when you felt others would be proud of you?
8. What do these moments reveal about your character and/or your abilities?

Chapters 16

CCRA.R.1, 2, 3, 4, 6, 8, 9; CCRA.W.1, 2, 4, 5, 9, 10; SL.1, 2, 4, 6

Read Chapter 16: 119-123

Summary: Joseph Medicine Crow returns to Lodge Grass after the war. Instead of going straight home, he goes to Louie’s to eat the hamburgers he had missed the whole time he was gone. His relatives host a reception and dance and giveaway, and he is asked to recount his war deeds. He is given a new name, “after one of our illustrious Whistling Water” clan men, High Bird. They also give him his honor song and “his right as an announcer, or town crier.” One of his clan brothers bought his Winter Man name for his son.

Recall-Level Questions

1. Why did Joseph miss the train?
2. What was Joseph’s new name and how did he get it?
3. What happened to his old name?

4. What was his honor song about?

Interpretative-Level Questions

1. Explain his homecoming from war.
2. Explain what happens in Crow society when someone is honored.

Chapter 16 Leadership Log Activities and Closing Giveaway Event

When Joseph had completed his coups, he was asked to give a speech to recite his war deeds, a way of demonstrating his leadership.

Teacher Tip:

Although students will benefit from all the activities included in Activities 1-5 below, you might select which ones you have time for and which ones are most valuable for your students to do.

1. **Write an Informative/Explanatory** claim with supporting details. Please see **Appendix A** for standard CCRA.W.2. Create a standards-based rubric for this writing that is appropriate for your class and grade level.
 - a. Using **Reading/Writing Strategy 10**, ask students to provide a written response to the following prompt that helps them determine what they have learned while composing their Leadership Logs. This action will help them formulate a **central idea**. To determine the central idea (complete sentence), students will write to complete the following sentence: “When I finished reading *Counting Coup* by Joseph Medicine Crow and writing my **Leadership Log**, I have learned that (subject-verb independent clause).
 - b. Students will then make a list of three specific details (evidence) from their reading or writing that will support the *claim* they have made about what they have learned. In class discussion, students will share what they have written with each other.
2. Trace an argument and evaluate a speech.
 - a. **View** the [brief clip](#) of Paikea’s speech on leadership from the movie *Whale Rider* (or show the whole movie for greater impact).
 - [Information on the movie](#)
 - b. Or **read** *The Whale Rider* by Witi Ihimaera. Kahu is eight, a descendant of the whale riders where only males have inherited the title of chief. Without an heir, she wants to try, despite her great-grandfather’s objection. She can communicate with whales, a sacred gift.
 - c. Apply **Reading/Writing Strategy 1** to help students trace the argument in Paikea’s speech, considering her claim(s) — opinion and thesis statement, and evidence.
 - What is the **subject or topic**? What specific evidence in the text leads to your conclusion?
 - What is the **author’s opinion** about the topic? What specific evidence in the text leads to your conclusion?
 - Identify the author’s **claim or thesis statement**. Is it consistent with your conclusion about the author’s opinion?
 - d. With the students, evaluate Paikea’s speech discussing the following: purpose, audience, content of the speech, non-verbal communication skills, and strategies.

Teacher Tip:

- Consider ways you might honor each student in your class for some type of leadership they have shown (perhaps with a certificate). You may want to read through their leadership logs before attempting this to give you more ideas and insight into the types of leadership in which students are participating.
- At the Giveaway Event, present each student with a leadership award and allow each student to give a brief leadership speech and to give a gift to the honored guest who has contributed to the student's success.

3. Assign an **argument/persuasive leadership speech** with Paikea's speech as a model, giving the students a specific minimum and maximum time they must speak, perhaps two-five minutes. Students will plan, revise, edit, and rewrite to best meet the purpose and needs of audience. See Appendix A for description of CCRA.W.1 standard. Create a standards-based rubric appropriate for your class and grade level.
 - a. **Role and Audience** for the speech: Students may choose their own role, and they should provide it for the class before they make their oral presentation. For example, they might choose to imagine they are an elder in the tribe who has been asked to speak to a group of high school seniors, or they might pretend they are the president of their class, and they will speak at a class meeting. The teacher could also make cards with possible audiences and roles. Each student may draw a card, and that is the role to be taken.
 - b. **Purpose of Speech:** to inform or define, or to persuade. Students should consider what they might want their audience to learn or feel or do in response to their speech.
 - c. **Topic:** Ideas about leadership that they draw from their leadership logs. What does It mean to be a true warrior or a true leader? For this speech, students might introduce claims, acknowledging an alternate claim—what another culture might consider an important characteristic of a leader.
4. Closing Giveaway Activity – A Leadership Event:
 - a. Talk to students about the traditional Crow giveaway described on page 121. Engage students in a discussion about the people who have made their successes possible. Ask each person to consider one or two people to honor for the role they have played in the student's success.
 - b. Then discuss what the students might make to give away to these people at a special leadership event.
 - c. Coordinate the leadership event so that students may help with the planning and set-up.
 - d. Delegate jobs such as decorating, making invitations, making giveaway gifts, organizing the program, getting a meeting space, setting up chairs, etc.
 - e. Invite the students' honored guests.
5. **Assessment Following Leadership Event:** After the leadership event, reflect on the impact of the event. Ask each student to write an evaluation that will be included at the end of the completed **Leadership Log**. The students might respond to questions such as the following:
 - a. What did someone say or do that made you feel good about yourself and what you were doing?
 - b. What is the most important idea you learned from reading Joseph Medicine Crow's memoir?
 - c. What about the leadership event was most important to you? To the people who came?
 - d. How have you changed or stayed the same as a result of this experience?

Appendix A: Grades 6-12 College and Career Readiness Anchor (CCRA) Standards

This unit addresses the following standards. It offers levels of thinking and response to meet the needs of students from a variety of grade levels and abilities. The entire unit, with the standards identified and referenced, provides a model for **Standards for English Language Arts** and activities teachers can apply to other resources or texts. However, all activities easily meet a variety of standards “to articulate the fundamentals” even though the standard isn’t specifically named, and “what can or should be taught ... is left to the discretion of teachers” (OPI MCCS ELA, p 7 [previous document]).

Standards Notation:

For College and Career Readiness Anchor Standards (broad standards): **Strand, Anchor Standard**

For Grade Specific Standards: **Strand, Grade, Standard(s)**

Strands:

Reading (R)	Reading for Literature (RL)	Reading for Informational Texts (RI)
Writing (W)	Speaking/Listening (SL)	Language (L)
Reading for Literacy in History/Social Studies (RH)		
Reading for Literacy in Science and Technical Subjects (RST)		
Writing for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (WHST)		

For the sake of space, this document provides **Anchor Standards (CCRA)** without grade-level differentiation. However, teachers at each grade level may access specific descriptions for their students’ grade level at the OPI [ELA Content Standards and Resources website](#).

Example: Reading Standards for Informational Text (RI), Grades 6-8

- 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 Montana American Indians.**
- RI.7.8** Trace and evaluate the argument and specific claims in a text, **including texts by and about American Indians**, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts and **Include texts by and about American Indians.**
- RI.8.9** Analyze a case in which two or more texts provide conflicting information on the same topic; identify where the texts disagree on matters of fact or interpretation; and **include texts by and about Montana American Indians.**

Example: Reading for Literacy in History/Social Studies (RH), Grades 6-8

- RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic, **including sources by and about American Indians.**

College and Career Readiness Anchor Standards for Speaking and Listening (SL)

Comprehension and Collaboration

- SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Reading (CCRA.R)

Key Ideas and Details

- CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text[, including works by and about American Indians].
- CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas[, including works by and about American Indians].
- CCRA.R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text. [Include texts by and about American Indians.]

Integration of Knowledge and Ideas

- CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. [Include texts by and about American Indians.]
- CCRA.R.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [Include texts by and about American Indians.]

Range of Reading and Level of Text Complexity

- CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing (CCRA.W)

Text Types and Purposes

- CCRA.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCRA.W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

- CCRA.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCRA.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCRA.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. [Include texts by and about American Indians.]
- CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- CCRA.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Appendix B: Reading/Writing/Speaking Activities for Each Chapter

Chapter 1 CCRA.W.3, 4

Write a one-page Narrative essay about one of your most memorable experiences in training, either in P.E. class or in basketball, volleyball, track, football, or any other activity. Joseph Medicine Crow’s story about his grandfather concludes with how that training helped him. Either begin or conclude your story with a **topic sentence** or a **claim** that names the person who helped you and how that training made you stronger.

Role: Yourself as an adult and a coach of that same activity

Audience: Students

Format: Short narrative essay that could be read as a speech

Topic: A lesson you have learned from some physical activity

Strong Verb: *Tell* a story and *inform* your audience about the value of this experience to you.

Chapter 2 CCRA.R.9; CCRA.W.2, 4

Create an Informative/Explanatory poster to be displayed in your classroom of what it means to *count coup* in the Crow tradition. Illustrate each of the four *coups* with a drawing, photograph, or picture cut out of a magazine that will show what it would mean today, citing the specific evidence you used. Title your poster and use parallel verbs or sentences for each of the four *coups*.

Role: Yourself

Audience: Your classmates

Format: Poster

Topic: Four *coups*

Strong Verb: Identify and illustrate each coup.

Additional Option: S. D. Nelson’s (Dakota/Lakota Sioux) *Gift Horse: A Lakota Story* is a picture book about the Lakota rite of passage for young men. Both *Counting Coup* and *Gift Horse* answer these questions: what does it mean to be a man in my society? How can I achieve that status in the eyes of my community as well as myself? Students might create a **two-column Informative/Explanatory poster** with the Crow tradition on one side and the Lakota tradition on another.

Chapter 3 CCRA.W.2, 4; SL.1, 2, 4, 5

Create an Informative/Explanatory PowerPoint slide show (that you will share with your family at the next family fathering) of the people who are important in your life. You may use a computer genealogy program, or you may draw it yourself. Scan photographs of the people you mention, including a birth or death date and place for each. Write a one to two sentence detail about that person’s uniqueness. Use Joseph Medicine Crow’s writing as a model for the inclusion of specific details and stories to make your writing and your family tree more interesting. You also might consider using **Reading/Writing Strategy 6:** What’s changed? What’s stayed the same? Why?

Role: Yourself

Audience: Your family members

Format: PowerPoint

Topic: People who are important in your life

Strong Verb: Create a slide show that *informs and shows*.

Chapter 4 CCRA.R.1, 4, 6; CCRA.W.1, 2, 4; SL.1

Write an *argument*. To help students think critically about what they read, review page 39-40 in *Counting Coup* where the Crow man experiences frustration when the non-Indian store owner in Lodge Grass can't understand Crow.

- Read aloud from *Little House on the Prairie* by Laura Ingalls Wilder, 32-33, where Laura reacts to Indians for the first time.
- Ask students to talk about this section in light of their having read Joseph Medicine Crow's story about Flat Dog.
- Ask what they might think about a white man on the Indian Reservation who hasn't learned the language of the people he does business with. Where might that happen today?
- Talk about possible consequences when culture and language differences create barriers to understanding.
- Talk about the difference between Wilder's portrayal of the child *treating* the older Indians as children as contrasted with Joseph Medicine Crow's portrayal of the old man's disengagement with the store owner. Flat Dog's primary purpose is to get eggs and not to humiliate the store owner.

Role: You are a Crow elder, and you have read about Laura's experience and reaction to the Indians in *Little House on the Prairie*.

Audience: Laura, the character or to the author, although the description of the following writing assignment would differ somewhat.

Format: Letter

Topic: Based on your experience with the consequences of language and cultural differences (as you have learned through reading Joseph Medicine Crow's memoir and the story on pages 29-30 in particular), write a letter to Laura.

Strong Verb: **Explain** to Laura how you understand her fear when she encountered people she had never met before. **Explain** how the Indians might have felt, and what they might have thought as they approached her home. **Explain** how her slapping might have affected how the Indians felt, what they thought, and how they might have acted in the future. **Explain** how her version of the event might affect both Indians and non-Indians in the future. **Create an argument**, persuading Laura to think, speak, and act differently, with more respect, while she still protects herself from situations that might be harmful. Most important is the students' choice of words that will best suit their audience to create an attitude change in Laura or the author.

Chapter 5 CCRA.W.2, 4

Write an *Informational/Explanatory technical manual*. For a "How To" manual of games for teachers, write the rules for an outdoor game you might play that adults haven't played before. Write the rules in clear and concise language, making sure you have included all the steps in logical order. Your directions need to be so clear that the adult could teach students how to play the game.

Role: Yourself

Audience: Adults or teachers of children your age

Format: How-to format, like a recipe, with directions for playing a game. The directions should begin with a brief description of the game. Include where it can be played and what

materials are needed, as well as any other specifics. Then make a step-by-step list of rules and what you must do to win the game.

Topic: A game you play that adults do not know about.

Strong Verb: Explain the rules for playing a game.

Chapter 6 CCRA.R.1, 2; CCRA.W.2, 4, 5

Write an Informative/Explanatory Essay or Letter. Read Holly Littlefield’s *Children of the Indian Boarding Schools* or any other of the resources you have read about boarding school. You might include information from boarding school stories people in your family tell.

1. Essay Option

- a. With your teacher, construct a Venn Diagram comparing and contrasting Joseph’s experience at the Baptist School with those you have read about in Littlefield’s book, citing specific evidence from each of your sources.
- b. Write a five-paragraph comparison/contrast essay that shows **two similarities** and **one difference**.
- c. Make sure you include a clear **topic sentence/claim** that represents your conclusion based on evidence in the texts. For example: Joseph Medicine Crow’s experience at the Baptist School is similar to that of children who attended Indian boarding schools.
- d. You might conclude with what you think is most important about what you have learned about Indian boarding schools.

2. Letter Option -- Be sure to revise and edit before sending to Joseph Medicine Crow.

Role: Yourself

Audience: Joseph Medicine Crow

Format: Letter

Topic: What you learned about leadership and character despite hardships such as boarding schools

Strong Verb: Explain or inform

Chapter 7 CCRA.R.1, 2, 3, 4, 6, 9; CCRA.W.2, 4; SL.1, 2, 5, 6

Three Options:

1. Apply **Reading/Writing Strategy 6 or 9** in a class discussion contrasting/comparing *Counting Coup* with the PBS Documentary *Indian Relay* (55:32) featuring Crow youth in Indian riding competition. The video can be checked out from the Montana Office of Public Instruction Indian Education. This DVD was also sent to all Montana public high schools.
2. **Create** a choral reading of a poem. **Read** the poem by Henry Real Bird, “Rivers of Horse,” in [*Birthright: Born to Poetry — A Collection of Montana Indian Poetry*](#). The teacher may divide the class into groups of four.
 - a. Each group will read the poem aloud, just to their group, at least four times.
 - b. Then they will decide how they can present this poem to their classmates—as a choral reading or with individuals taking turns. They might use a visual—maybe a clip from a movie where you can see horses running.

- c. At the end of the presentation, the group should provide their conclusion about what horses mean to the speaker in Real Bird’s poem, Joseph Medicine Crow, and the individuals in the movie.

NOTE: Henry Real Bird was named as Montana’s Poet Laureate in September 2009. For more on Henry Real Bird go to the [Montana Pioneer](#).

3. **Write** a poem or a letter to Henry Real Bird that addresses what you learned about how the Crow value horses. Be sure to revise and edit before sending to Henry Real Bird.

Role: Yourself

Audience: Henry Real Bird

Format: Letter

Topic: What you learned about how the Crow value horses.

Strong Verb: Explain or inform

Teacher Tip:

You might extend the students’ experience with Henry Real Bird’s poem using the lesson, discussion questions and additional reading/writing activities on pages 78-82 in *Birthright: Born to Poetry—A Collection of Montana Indian Poetry* (see link under Chapter 7, Option 2).

Chapter 8 [CCRA.R.1, 2, 4; CCRA.W.2, 7, 8, 9, 10](#)

1. Conduct **research** using online or available resources, including Thomas LaForge’s memoir, *Memoirs of a White Crow Indian*. Find out about Thomas LaForge and why he and Joseph Medicine Crow became friends. What qualities in Thomas LaForge did Joseph Medicine Crow admire? What in Joseph Medicine Crow’s character did Thomas LaForge admire?
2. Practice **Note Taking (Technical Writing)**—Look carefully at the way Thomas LaForge and Joseph interact in this chapter, particularly from the top of 55 to 57.
 - a. Make two columns.
 - b. On the left, list each event:
 - he runs into the hall screaming; the “big Sioux nurse” grabs him;
 - she pushes him into his room and shuts the door so he can’t get out;
 - etc.
 - c. On the **right**, write a sentence that reflects what Joseph, or Thomas LaForge, might be feeling or thinking at that moment. In other words, what is going on beneath the text? What is going on inside each character that is not being said? Apply **Reading/Writing Strategy 3**: What does it say? What does it mean? Why does it matter?
 - d. After you are finished, review your note page and state the turning point in this interaction. Who said or did what to make it change?
 - e. Write a short **Informative/Explanatory** paragraph about what this section can teach about how to make peace and overcome fears, citing specific evidence from your reading.

Chapter 9 CCRA.R.1, 2, 6, 9; CCRA.W.2, 4

Write an Informative/Explanatory Reflection.

1. **Watch** any of the following:
 - a. Sections that feature Joseph Medicine Crow in American Experience: Last Stand at Little Big Horn: The Battle Where Sitting Bull and Crazy Horse Fought Custer and an American Myth Was Born (2005) Series: American Experience. DVD (7 minutes and 39 minutes into the DVD). Since this DVD is critical to the Killing Custer unit for high school, check with your school librarian to see if your school has it. It may also be available to check out from the Montana Office of Public Instruction Indian Education.
 - b. Excerpts where Joseph Medicine Crow speaks in *This is Crow Country* and *Leaders of the Crow Nation*. American Indian Tribal Histories Project. DVD Set. Western Heritage Center. Online This DVD set features speakers from both the Northern Cheyenne and Crow Tribes.
 - o **Read aloud** from *Killing Custer* (213-214, 222, 223, 274-75, 294-296) where James Welch writes about Joseph Medicine Crow. *Killing Custer* may be available in your school library, or you can check it out from the Montana Office of Public Instruction Indian Education Division.
 - **Write a reflection** about what you learned about Joseph Medicine Crow from watching him speak and from reading what Welch writes about him as opposed to reading Medicine Crow's own words.
 - Conclude with what interests you and what you admire the most about Joseph Medicine Crow.

Chapter 10 CCRA.R.1, 2, 6, 9; CCRA.W.1, 2, 4

Option 1: Write an Explanatory paragraph

1. Consider all the characters in this chapter: One Star, Joseph, Arlis, Theresa Lynde, other Crow children, the Belgian boys, and his great grandmother.
2. Choose one character with whom you identify, one that is most like you, and explain why you made this choice.
3. Think of a story from your life similar to the experience of this character and include it in a paragraph that begins with a topic sentence making the connection between you and the character.
4. Conclude with a sentence that states a lesson that might be learned from reading this chapter in Joseph Medicine Crow's memoir.

Option 2: Write a Persuasive Letter

Role: One of the quiet students in the school who has been watching all the exchanges and fights

Audience: One of the characters in the chapter

Format: Note

Topic: The conflict between whites and Indians in the chapter

Strong Verb: **Explain** how you understand what the character is doing and feeling and the problem of conflict. Offer a solution to the problem and how this character might contribute to the solution. **Persuade** the character to make a change in behavior.

Chapter 11 CCRA.R.1, 2, 6, 9; CCRA.W.2, 4

Notetaking Practice (Technical Writing): Write a one-sentence paraphrase of each of the paragraphs in this chapter. Make sure you take no more than two words together from any place in the paragraph, other than names of people or places or dates. Otherwise, it is plagiarism and does not count as paraphrase. Read the paragraph, close the book, and write one sentence that summarizes what you just read. Avoid details that are not necessary in a summary statement. Consider **Reading/Writing Strategy 3:** What does it say? (paraphrase) What does it mean? Why does meaning matter?

Additional Resources regarding The Battle of the Little Bighorn:

- American Experience: Last Stand at Little Big Horn; Sitting Bull and Crazy Horse Battle Custer Since this DVD is critical to the Killing Custer unit for high school, check with your school librarian to see if your school has it.

[Chapter 12 CCRA.R.1, 2, 6, 9; CCRA.W.2, 4](#)

Write an Informational /Argument email. Read through the [“Stone Wheels as Analog Star Computers”](#) about medicine wheels. Follow all the links and read all you can.

Role: Yourself

Audience: The webmaster

Format: A one-page formal email

Topic: Write about what you found most **interesting or surprising** and conclude with your evaluation of the website after your class decides the best criteria to use for the evaluation.

Strong Verb: **Inform** the webmaster about what you thought of the website and how it helped you better understand Joseph Medicine Crow’s writing. Then **evaluate** the website for the purpose of helping improve the website.

[Chapter 13 CCRA.R.1, 2, 6, 9; CCRA.W.2, 3, 9, 10](#)

Write a reflection and a poem.

1. **Read** poem by Len Plenty called “The Bighorn River” in *Rising Voices* (52) or in *Roots and Branches: A Resource of Native American Literature Themes, Lessons, and Bibliographies* (16-17) by Dorothea M. Susag, and a picture book by Nicola Campbell (Interior Salish/Metis), *Shi-shi-etko*. Illustrated by Kim LaFave. Berkeley, CA: Groundwood Books, 2005.
 - a. Students will use **Reading/Writing Strategy #10** to determine the **theme or central idea**, while they compare and contrast the poem and Campbell’s picture book. In Len Plenty’s poem, the speaker shares an experience of the Little Bighorn River and what it means to him using sensory images and personification. In *Shi-shi-etko*, the child collects memories about people and places that she will carry with her to residential school in Canada. The river in Plenty’s poem and *Shi-shi-etko*’s home places are relatives who provide safety and happiness to those who live beside them. At the end, the speaker in Plenty’s poem concludes with “The river wants to flow/ to all the four winds but/ knows it can just flow one way/ with the same wind.”
 - b. Students will **reflect** on and **write** about the meaning of the Plenty’s last stanza for them with the following questions:
 - How is your life like or not like the river?
 - What can this poem teach about how to live and what is important?
 - What would it be like to leave that place for years?

- What people and events connected to that place would you keep in your memory?
2. Using Len Plenty’s poem as a model, students will write poems beginning with the name of a specific place that is like a “brother” to them. Include sensory images (taste, touch, sight, smell, sound) and use personification or metaphor.

Chapter 14 CCRA.W.2, 4, 5

Revise a previous writing.

1. Select one of the questions you’ve answered for your **Leadership Log** that relates to Chapter 14.
2. Revise and add **ideas, stories, or illustrations**, paying particular attention to clear **organization** and **word choice**.
3. Consider a reasonable and real **audience** for this piece of writing.
4. Extend your ideas to three paragraphs, between one and two pages.
5. Transform your new piece on the computer and **edit** for spelling and grammar.
6. Submit the final piece for a separate grade.

Chapter 15 CCRA.R.1, 2, 6, 9; CCRA.W.2, 3, 9, 10; SL.1, 3, 6

Role Play Activity and Evaluation

1. After students read Chapter 15 twice, divide the class into **groups of four**, counting by 1,2,3,4. All four numbers will be in each group.
2. Students will take the **war deed** that matches their number, and they will study the story of how Joseph completed the war deed. Since the second and third are together, students will use their imaginations to create separate stories. For homework, they will practice retelling the story, using no notes but imagining the details very vividly.
3. Taking the role of Joseph in each case, the students will sit in a circle within their own group. You might want to reserve the library where students can be separated so their talking does not disturb the other groups.
4. Sitting on the floor in their group, students will each tell the war deed they are assigned, as close to the details as Joseph told them. However, they may imagine and add more details as long as they are respectful of Joseph’s story and do not change the intent or meaning of the event.
5. The students with #1 and #4 will provide an introduction or conclusion, according to their number, just as Joseph has done in this chapter.
6. After the groups have come back to the class, they will each write a reflection of their part, responding to the following questions:
 - a. What was most difficult about this activity for you? Why?
 - b. What was the easiest for you? Why?
 - c. What did you learn about war you did not know before?
 - d. What did you learn about being a hero or warrior or even a leader that you did not know before?
 - e. What did you learn about yourself?

Appendix C: Additional Reading/Writing/Speaking Activities Targeting Specific Montana Standards

CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text. [Include texts by and about American Indians.]

Activity: Apply any of the following strategies:

- 1 What is the subject or topic? Author’s opinion? Claim or thesis statement?
- 3 What does it say? Mean? Why does it matter?
- 8 I wonder why? I wonder how?

Resources: Students might ask perspective and evidence questions about the following:

- *Counting Coup* by Joseph Medicine Crow: Why did he write this memoir? How can we determine his point of view? What word choice, details, and stories does he include or exclude?
- “Crow Country” by Shane Doyle: What was his purpose in writing this essay? How does he distinguish his position from others regarding the name of the people?
- The essay [“1851 Meeting at Fort Laramie”](#) addresses issues of evidence and sources. What is the perspective in Articles 2 and 3, in the Jacob Miller painting, and in the historical/informational essay that follows? How might the two articles contradict each other?
- The [“Indian nation Revisits historic treaty site”](#) discusses some of the positive outcomes of the treaty:
- [“ Standing Rock Oyate”](#) site has the Lakota/Sioux perspective of the 1851 Fort Laramie Treaty and its consequences for their people.
- The [North Dakota Studies](#) provides information on the 1851 Fort Laramie Treaty, including its components and consequences

CCRA.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. [Include texts by and about American Indians.]

Activity: Apply any of the following strategies:

- 1 What is the subject or topic? Author’s opinion? Claim or thesis statement? What are the reasons or evidence to support the claim or thesis?
- 4 What’s the problem? What are possible solutions? Do I have enough information to draw a conclusion? Does the evidence support the conclusions?
- 5 What is the situation? What are the causes? What are the effects?
- 6 What has changed? What has stayed the same? Why?

Resources: Students will use the following resources to trace and evaluate the argument and claims, distinguishing which claims are supported by sufficient reasons and evidence and which are not. They will ask, what is sufficient and reliable evidence? Is it sound and relevant?

- “The Trouble with Treaties” in the textbook, *Montana—Stories of the Land*.

- [Essays about the treaties](#) (North Dakota Studies)
- [“1851 Meeting at Fort Laramie”](#)
- [“Impacts of Resource Development on American Indian Lands - Crow”](#) website includes several articles that students can evaluate on contemporary issues on the Crow Reservation

CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [Include texts by and about American Indians.]

Activity: Students might read any of the following to compare/contrast with aspects of *Counting Coup* to meet the grade level specifics of this standard.

- *Grandmother’s Grandchild: My Crow Indian Life* by Alma Hogan Snell (Crow)
- *Plenty Coups: Chief of the Crows* by Frank B. Linderman
- Joseph Bruchac (Abenaki). *Code Talker*. New York: Dial Books, 2005.

Activity: Students might contrast various biographies of Joseph Medicine Crow with *Counting Coup* considering the differences in presentation of events and perspective.

- [World Wisdom](#)
- [PSB The War](#)
- [Montana Kids](#)

Activity: Students will analyze how each of the following online articles about the 1851 Treaty emphasize different evidence or advance different interpretations of facts, or where they disagree or provide conflicting information:

- [“The Treaty of Fort Laramie with Sioux, etc., 1851: Revisiting the document found in Kappler’s Indian Affairs: Laws and Treaties”](#) addresses issues of evidence and sources.
- [“Indian nation revisits historic treaty site”](#) by Sandra Hansen in the Star Herald discusses some of the positive outcomes of the treaty.
- [“Standing Rock Oyate”](#) site has the Lakota/Sioux perspective of the 1851 Fort Laramie Treaty and its consequences for their people.
- [The PBS The West \(episode 3\)](#) includes a short explanation of the treaty, and its components and consequences.

CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. [Include texts by and about American Indians.]

Activity: Apply Reading/Writing Strategy 8: I wonder how? I wonder why? Students might ask:

- What are the educational opportunities on the Crow Reservation today?
- How did the Apsáalooke come 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 these tribes call themselves? Explain the difference and how that happened?
- What are the qualifications of being a chief in the Crow culture — past and present?

- What is a giveaway in different tribal cultures in Montana?
- What has changed and what has stayed the same for the Crow?
- What other tribes were impacted, and how, by the 1851 Fort Laramie Treaty?

Appendix D: Essential Understandings Regarding Montana Indians

Essential Understanding 1

There is great diversity among the twelve tribal nations of Montana in their languages, cultures, histories, and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 2

Just as there is a great diversity among tribal nations, there is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. There is no generic American Indian.

Essential Understanding 3

The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.

Essential Understanding 4

Though there have been tribal peoples living successfully on the North American lands for millennia, reservations are lands that have been reserved by or for tribes for their exclusive use a permanent homelands. Some were created through treaties, while others were created by statutes and executive orders. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers; II. Indian tribes had some form of transferable title to the land; III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.

Essential Understanding 5

There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:

- Colonization/Colonial Period, 1492 - 1800s
- Treaty-Making and Removal Period, 1778 - 1871
- Reservation Period - Allotment and Assimilation, 1887 - 1934
- Tribal Reorganization Period, 1934 - 1953
- Termination and Relocation Period, 1953 - 1968
- Self-determination, 1975 – Present

Essential Understanding 6

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from Indian perspectives frequently conflicts with the stories mainstream historians tell.

Essential Understanding 7

American Indian tribal nations are inherent sovereign nations and they possess sovereign powers, separate and independent from the federal and state governments. However, under the American legal system, the extent and breadth of self-governing powers are not the same for each tribe.

Appendix F: A Lesson: “Crow Country: A Geographic History of the Crow Nation in Montana: Homeland of the Crow People” by Shane Doyle

Objectives

Students will be able to ...

1. describe the story behind how the Apsáalooke people came to call Montana their homeland.
2. locate the “Crow Country” in the year 1850, and the Crow Indian Reservation today, using a Montana/Wyoming map.
3. distinguish between the given name, “Crow,” and the term “Apsáalooke,” which is the name the Crow people call themselves.
4. empathize with other people in history who have called Montana “home.”
5. focus thoughts and feelings toward the landscape and create a more meaningful perception of “Crow Country”, which is also “Their Country.”

Materials/Resources

- Copy of “Crow Country” information narrative
- Worksheet for “Crow Country”
- Appendix G: Map of Crow Country
- Map of Montana and Wyoming
- [1851 Ft. Laramie Treaty](#)
- Two DVDs, “Leaders of the Crow Nations” and “This is Crow Country” in the *American Indian Tribal Histories Project*. Educational DVD Sets, Western Heritage Center. Each DVD is under 45 minutes. Presenters in “This is Crow Country” talk about the Crow landscape, past and present, and several landmarks as well as their importance to the Crow people. The DVD set is available [online](#).

Procedure

1. Each student receives a copy of the information on the Apsáalooke (Crow) nation, a copy of the 1851 Ft. Laramie Treaty, and map of Montana.
2. Teacher begins a **K/L/W** chart of the Crow Tribe. “What do we **KNOW** about the Crow Country?” Student feedback is recorded in the “**K**” column.
3. Students silently read the narrative about the “Crow Country.”
4. Using the information provided in the 1851 Treaty, each student uses their Montana map as a template to hand-draw a map of the boundaries of the original Crow Reservation.
5. Students then gather into groups of three to complete their personal observations about their favorite places throughout the state and local region; places that are also part of the “Crow Country.”
6. Teacher facilitates the next portion of the **K/L/W** chart: “What did we **LEARN** about the Crow Country?” Class responses are recorded in the “**L**” column.
7. The teacher sets the stage for further learning with the final prompt, “**W**” – What do we **WANT** to learn about the Apsáalooke or modern day “Crow Country?”
8. **Interview**. Carefully construct a list of questions you would like to ask an Indian elder about his/her experience at a boarding school or at a school where the teachers and other students might be non-Indian. Submit the list of questions for feedback from your teacher. Make an appointment for

the interview and tape record or videotape the interview. After the interview, make a copy to present to the person you interviewed as a gift. Remember to get permission from the interviewee if you plan to share the interview with others. For specifics about the interview assignment, see Appendix H.

The “Crow Country”

By Shane Doyle

The Crow Country is a good country. The First Maker put it in exactly the right spot. While you are in it you fare well; whenever you go out of it, whichever way you travel, you fare worse. (Arapooish (Sore Belly) Crow Chief as told to Robert Campbell, fur trapper, 1825, as cited in *The Adventures of Captain Bonneville, U.S.A., in the Rocky Mountains and the Far West*. Washington Irving, 1783-1859.)

The Crow Indians have lived in Montana for over five hundred years and are still living there today. Although their modern reservation is located in southeastern Montana, their traditional homeland is a vast area that stretches across much of present-day Wyoming and Montana. Although they are known by the name “Crow,” the name that they call themselves is “Apsáalooke.” When translated into the English language, this word means, “Children of the Large-beaked Bird.”

The Apsáalooke walked to the Rocky Mountains in Montana and Wyoming and have considered that place to be their homeland ever since. The Apsáalooke people have no written language, so they have no written record of their walk to Montana. Instead, the Apsáalooke have an oral history of where they came from originally when they began their long “migration” to Montana.

According to oral tradition, the Apsáalooke people came from a “Land of Many Lakes.” This was probably the Great Lakes region of Minnesota or Wisconsin. The Apsáalooke people who began the long trek to Montana over five hundred years ago were following a leader named No Vitals. No Vitals and his brother, Red Scout, had both fasted near the Great Lakes and each received a vision of what they should do for the future. In No Vitals’ vision, he saw a plant seed and was informed that he should lead his group west, towards the setting sun, to find the right spot to put the seeds of this plant in the ground and continue to replant the seeds every year. He was told in his vision, “As long as the Apsáalooke continue to sow the seeds of this plant, they will always survive and prosper.” This plant is known today as a “tobacco” plant, but the Apsáalooke do not smoke the plant, or chew it. It is only used for ceremonial purposes.

Today, the “Crow Country” is very different from when they first arrived there long ago. The great herds of buffalo that the Apsáalooke people came to rely upon for their survival no longer roam the prairie; they have been replaced with European cattle. Modern cars and interstate highways have replaced horses and well-worn trails. Yet even in the year 2010, the Apsáalooke people continue to reside in their traditional homeland and still plant the sacred “tobacco” every year. Because of the vision of one man who led their long migration to what is now Montana, many Apsáalooke people believe that their traditional homeland is the best place.

“Crow Country”

Teacher Tip:

Teachers might use any of the following links to help students practice reading the treaties and agreements (primary documents) asking questions using **Reading/Writing Strategy #3:**

- **What does it say?** What is the literal or explicit meaning?
- **What might it mean?** What is the author suggesting without directly stating it? What might readers infer or read between the lines? Conclusions might go beyond the text to larger contextual knowledge bases.
- **Why does it matter?** How does the meaning any particular audience might attribute to the statement result in actions or policy or consequences to other relevant groups? How does the inferential meaning as opposed or consistent with the explicit meaning affect a goal of authentic and accurate information and to our understanding of ways perspective influences meaning and understanding?

<u>Treaty or Agreement</u>	<u>Land Holdings after Treaty or Agreement</u>
<u>1825 Friendship Treaty</u>	
<u>1851 Ft. Laramie Treaty</u>	38,500,000 acres
<u>1868 Ft. Laramie Treaty</u>	8,000,000 acres
<u>1868 Ft. Hawley Treaty</u>	
<u>1874 Milk River Agreement</u> starts bottom of page 149	
<u>1882 Agreement</u>	6,300,000 acres
<u>1891 Carbon Reserve Agreement</u>	3,700,000 acres
<u>1904 “Ceded Strip” Agreement</u>	2,200,000 acres

Crow Country – Big Sky Country Worksheet

Imagine living in the Gallatin Valley area 200 years ago, near where you live. For students living outside the Gallatin Valley in Montana, they might look at [photographs](#) of the Gallatin Valley. Answer the following questions.

Without modern conveniences like grocery stores and malls, where would you choose to “set up camp”? Where and when would you move your camp? Think about the places and landmarks you know and write your thoughts about this land.

SUMMER CAMP – Where is the best place for making a summer camp? Think about the different resources and advantages different places offer. Why would you choose this place?

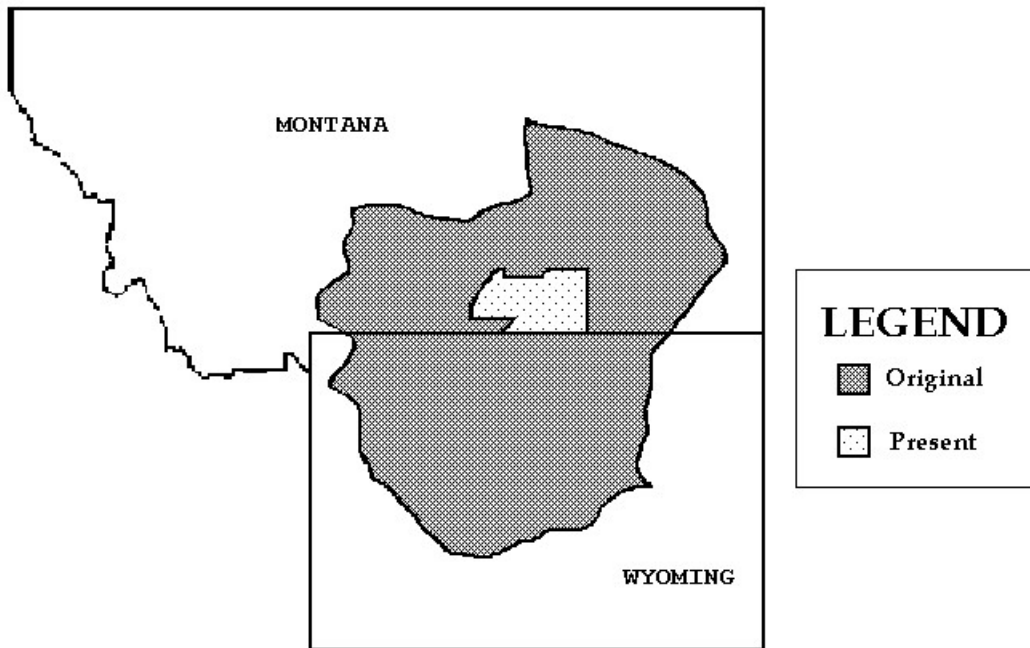
WINTER CAMP – Winter is a unique time of year with many challenges. Where would you camp if you wanted to live well during the winter months? What is it about this place that would make it a good winter camp?

GOOD LOOKOUTS – When you want to be able to get a good perspective, where do you go? Which place allows you to see for a long distance and spot any animals (like buffalo) to hunt?

YOUR FAVORITE SPOT – What place is special to you? What makes it special and why do you enjoy this place?

Appendix G: Map of Crow Country – Original and Present

Map 1: Original Apsáalooke land holdings and present reservation. Map created by Tim McCleary. Used with permission.



Appendix H: Oral Histories and Interviewing

Before the Interview

- **Know** the cultural protocol of asking for information.
- **Know** the first language of the person to be interviewed and enlist an interpreter if needed (not everyone's first language is English).
- **Know** the purpose of the interview (to honor an elder, to learn about what he or she values, to begin to build a relationship, to receive stories the individual chooses to share, etc.).
- **Construct** basic questions (of who, what, when--birthplace, school, marriage, children, vocations, etc.) that will be answered at the beginning of the interview/tape.
- **Construct** open-ended questions (of how and why, of causes and consequences, of what's changed and what's stayed the same) and avoid any that begin with "did you" or "were you" which result in "yes/no" answers.
- **Prepare** the permission paperwork, and audio equipment, and know how it works.
- **Make** phone calls to make clear the time and date of the interview.
- **Give** the interviewee a copy of possible questions beforehand.
- **Arrange** for an adult (mentor) to accompany you to the interviewee's home.

During the Interview

- **Take an adult (mentor)** with you who to help with follow-up questions and keep everyone at ease.
- **Eliminate background noise** - TV, other voices, furnace (if possible), telephone, or refrigerator. If you are videotaping, be sure the interviewee is not sitting in front of a light or a window.
- **Keep the lighting in front** of the subject and dark background.
- **Be sure the elder is comfortable** and tell how you will respect his or her right to not answer any questions.
- **Speak clearly and loudly** enough so the elder can hear.
- **Assign one person** in the **interview group** to record the numbers on the recorder and the topics of discussion in a log.
- Assign one person to be the lead interviewer.
- **Bring a small gift in thanks** - jar of jam, cookies, bread, etc., or an acceptable tribal gift (example: not all tribes allow women to receive sweet grass).
- Ask permission to take photographs of special objects in the home, special room, favorite treasure, etc.
- **Plan your return** with your draft of transcription for the interviewee's inspection.
- **Understand** that stories are told from individual perspectives, with individual language usage (not everyone speaks Standard English).
- **Tell the interviewee** how you would like to use his/her gifts of story and ensure that they have approved of all the recorded/taped/written information. Some may decide certain events or names should not be used when they see or hear the information played back to them.

After the Interview

- **Send (or deliver) a Thank You** within a day or two, making specific and positive comments about the interview and the person.

- **Transcribe the interview**, either word for word, or summarize with direct quotes included in the summary. If it's word for word, do not include all the "you knows", the "uhs" and "ums." Cut out some of the "and's" if the person uses them to connect all ideas. Create your own ends to sentences with periods or semi-colon. However, respect the oral tradition with which the information may have been retold.
- **Return your edited draft to the interviewee** for spelling of names and correct facts. (To avoid embarrassment for yourself, be sure you've done your best to have the spelling correct). Ensure that the interviewee has approved all the recorded/taped/written information. Some may decide certain events or names should not be used when they see or hear the information played back to them. Have another person attend the meeting who knows the interviewee and/or the interviewee's primary language in case clarifications for language nuances are necessary.
- **Kindly let the interviewee know you have a deadline for** the assignment. Sometimes they aren't aware of the school's expectations.
- **Make another visit** to the homes to pick up their corrected version.
 - **Transform** your interview into a product: possible published transcriptions, vignettes with quotes, scrap books with photos of the house and stories to accompany them that came from the interview or life map for display in the home.
 - Give the interviewee a copy of all materials you collected and created.

Appendix I: Bibliography

Many of these resources have been sent to school libraries in Montana. Check with your librarian to see if they are already in your school's collection. If not, they may be ordered through interlibrary loan, publishers or amazon.com.

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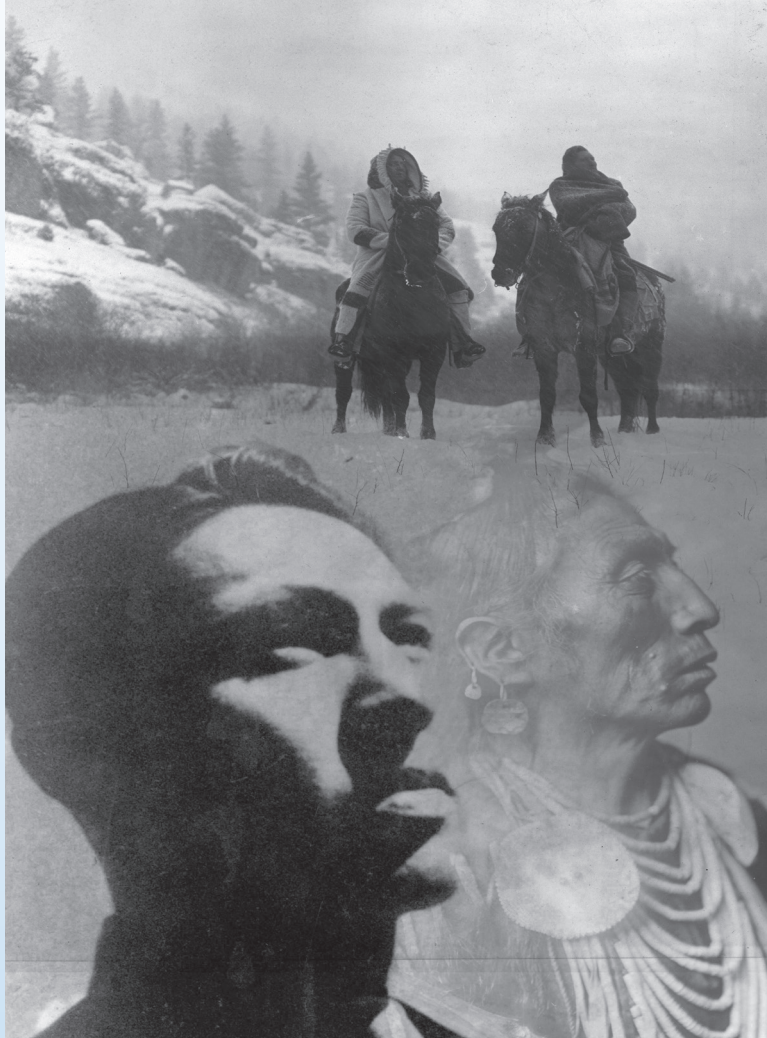
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- End of Summer Level II Book 1
- Grandma Rides in the Parade Level II Book 7
- I Am a Rock Level III Book 16



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