

Montana Small Schools Alliance
HONORING MONTANA'S FIRST PEOPLES

UNIT: “Shota and the Star Quilt” Star Collage

AUTHOR: Traci Manseau

SCHOOL AND COUNTY: Deerfield Colony School in Fergus County

GRADE LEVEL: K-4

INDIAN RESERVATION REFERENCED: Flathead and Fort Belknap

SUBJECT AREAS: Reading, Math, Art

LESSON DESCRIPTION: Students will listen to a story. Students will recall details from story. Students will create a star collage.

This lesson will take approximately 3-5 days.

CONTENT STANDARDS ADDRESSED:

Art Standard 5: Students create, perform/exhibit, and respond to the arts. Benchmark 1.

Mathematics Standard 7: Students demonstrate understanding of and an ability to use patterns, relations, and functions. Benchmarks 1 & 2.

Reading Standard 4: Students interact with (select, read and respond to) print and nonprint material and literary works, from various cultures, ethnic groups, traditions and contemporary viewpoints written by both genders, for a variety of purposes.

ESSENTIAL UNDERSTANDINGS ABOUT MONTANA INDIANS:

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 history beginning with their origins that are as valid as written histories. These histories pre-date the “discovery” of North America.

UNIT: American Indian Designs

AUTHOR: Traci Manseau

SCHOOL AND COUNTY: Deerfield Colony School in Fergus County

GRADE LEVEL: 3-6

INDIAN RESERVATION REFERENCED: Flathead and Fort Belknap

SUBJECT AREAS: Social Studies

LESSON DESCRIPTION: Students will compare the designs of the Salish, Kootenai and Pend d'Orielle tribes with that of the Gros Ventre and Assiniboine tribes.

This lesson would be done on a Friday during Reading, Math, and Art class. This would be a good day to take a walk outside and do their observing.

CONTENT STANDARDS ADDRESSED:

Social Studies Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. Benchmark 7

Social Studies Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. Benchmark 4

World Languages Standard 4: Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts. Benchmark 3

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Editor's Note:

These are a series of eleven short instructional units that integrate various subject area content standards and the Montana American Indian Essential Understanding 3. The different units can be used at different times throughout the year so that students will have several opportunities to learn to Honor Montana's First Peoples of the Flathead and Fort Belknap Reservations. It is suggested that the teacher use the Fort Belknap lessons first.

Before beginning these units, teachers should view the official website of the Fort Belknap Nations (www.fortbelknapnations.nsn.gov) and read the home pages of the histories of the Gros Ventre and Assiniboine Peoples. Also, teachers could review and use the three DVD's provided to all Montana school districts by the Indian Education for All Program at OPI. The three are *Long Ago in Montana*, *Talking without Words*, and *Tribes in Montana*. In addition, the author has provided some specific resources for these units.

SOURCE:

Fowler, Christine; Bateson-Hill, Margaret; Runs Close To Lodge, Gloria; Lakota, Philomine. Shota and the Star Quilt. New York: Zero to Ten Limited, 1998.

BACKGROUND KNOWLEDGE:

Students will have previously discussed the customs and culture of the Gros Ventre and Assiniboine Tribes.

OBJECTIVES:

Students will recall information from a story. Students will construct and design a star collage. Students understand the color wheel and the blending of colors. Students observe nature and their surroundings to look for blended colors.

CLASSROOM ACTIVITIES:

Teacher will read aloud Shota and the Star Quilt to class. The teacher and students will discuss the book together. Students will come up with 5W questions about the story. (Who, What, When, Where, Why/How) Students will exchange their questions with another classmate. Students will answer questions.

Next the class will look at the color wheel and discuss the blending of colors. The class will take a walk outside to observe nature. Look for colors in nature that are blended. (e.g. sun set, rainbow, leaves changing colors) Discuss how the blending of colors is used when designing and creating their star collage. Students will make a star collage from the back of the story book. They will display their finished projects in the classroom.

ASSESSMENT:

The final assessment will be the exchange of the questions with one another. They will also present their star collage to the class and explain their plan and design.