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INTRODUCTION

Montana Tribal Government Curriculum Summit

This project was made possible through a \$20,000.00 grant to the Montana Indian Education Association from the First Nations Development Institute Native Youth and Culture Fund.

One of the major activities of the Montana Indian Education Association has been advocacy for the implementation of Montana's 1972 constitutional promise made in Article X, which is called "Indian Education For All." Montana constitutional language (Article X, 1, (2), guarantees that our state's educational institutions will respect the cultural integrity of Indians as well as include American Indian culture in their curriculum.

As Montana takes steps to implement "Indian Education for All" a major challenge will be curriculum development and materials on American/Montana Indians. All Montana's classrooms and all the curriculum areas will need guidance and resources that accurately portray the American Indian people in all curricular areas.

Montana has seven (7) federally recognized Tribal Nations and another nation, the Little Shell Band of Indians who are working on federal recognition. It is important that our school curriculums reflect these eight nations as well as other American Indian people. All students need to learn and understand the basis for the legal government to government relationship that is advocated by tribes in their work with the Federal Government as well as the State Government.

As a result of the 2005 legislation providing funding for the Indian Education for All Act, each school in Montana will receive \$67 per student to implement this law in 2006-07. All schools must begin implementing lessons across the curriculum that teach about the historical and contemporary issues and contributions of Montana Indians. The task of this summit was to create tribally-specific lessons on Montana Tribal Government systems to help teachers with the monumental task of compiling accurate and authentic materials that will allow them to successfully teach Indian issues in Montana's classrooms.

The participants in this Summit represent a unique blend of students, teachers, and tribal leaders that has provided a forum for creating lessons in a reliable, relevant, and culturally responsive manner. Commonly the best practice for generating lesson plans is to turn the work over to groups of educators, however, this Summit utilized the interests of students in coordination with the expert resources of tribal leaders and the educational understanding of teachers to create classroom materials that are accurate, usable, and fun.

AGENDA SUMMARY

The Montana Indian Education Association Tribal Government Curriculum Summit drew 34 participants from across the state including representatives from every reservation in addition to participants representing urban areas. Promising young students, teachers, and tribal leaders attended with the goal of drafting curriculum materials that present issues of tribal governments in lesson plan format for use by schools implementing Indian Education for All. The Summit utilized the facilities at the Heritage Inn in Great Falls, Montana on Sunday, Monday, and Tuesday, February 19-21, 2006.

Opening day began with a two-hour registration period after which participants convened for dinner. The evening's blessing was provided by Arlene Augare. Shane Doyle, conference coordinator, set the stage for the Summit activities by providing an overview of the Summit's activities and goals. This overview was followed by introduction of the MIEA Board and OPI Staff. Denise Juneau made a brief statement about the importance of the task, which each participant was about to undertake. Tribal leaders, teachers, and students were then introduced to one another. The keynote speaker for the evening, Maylinn Smith, Indian Law Clinic Director at the University of Montana School of Law, discussed the legal perspectives of tribal governments and how these should be conveyed in school curriculum. Following this discussion, Little Shell students issued a formal welcome to Summit participants and presented MIEA staff with gifts. To wrap up first-day activities, Little Shell Students demonstrated traditional games, which were then played and enjoyed by teachers, students, and tribal leaders.

Monday morning events began with a brief meeting of teachers to review the curriculum development plans for the Summit. This meeting was lead by Shane Doyle and Mike Jetty. Breakfast was served in the Britain room with a morning invocation, given by Emory Champagne. Summit participants convened in the American room following breakfast to hear Mike Jetty, OPI Indian Ed Specialist, discuss social studies accreditation standards as they apply to Indian tribal governments and the goals of Indian Education for All. Mr. Jetty was immediately followed by Dr. Joseph McGeshick, author and professor of Native American Studies at Montana State University, who talked about treaty rights and their impact on tribal governments. After these speakers students were given a morning break before resuming talks with Montana tribal leaders.

A panel of five Montana tribal leaders presented students and teachers with brief presentations of how their individual tribal governments are structured and also on the role they feel tribal government education plays in private and public relations within the state. Panel presenters included Cedric Black Eagle, Crow Tribal Council Vice Chair; Steve Lozar, Confederated Salish

and Kootenai Tribal Council Member; Fred Guardipee, Blackfeet Tribal Council Secretary; Julie Doney, Fort Belknap President; and James Parker Shields, Little Shell Vice-Chairman. A brief time for questions and answers was immediately followed by an outline of group work expectations by Shane Doyle and Mike Jetty. The gentlemen explained the expectations of the Summit for creating lesson plans designed for use by Montana's public schools in order to integrate information on tribal governments. The following two hours were dedicated to group work where students, teachers, and leaders drafted ideas and plans for lessons linked to OPI's Essential Understandings and Social Studies Standards as stated in the binders provided for Summit participants.

After lunch, Nancy Stiffarm, Title VII Indian Education Director for Harlem Schools, encouraged students to initiate and become involved in Tribal Youth Councils. She provided important tips on how to start and organize student councils. The Montana Tribal Leaders panel followed this talk with a discussion about what K-12 students should know about Montana's tribal governments. Students and teachers were allowed a question and answer period before being released to continue group work on lesson plans. Just prior to dinner, each group provided a short presentation on their ideas and work in the format proposed by Shane Doyle and Mike Jetty.

As a conclusion to the day's work, Summit participants enjoyed dinner and listened while Dr. Murton McCluskey, Director of Indian Education for Great Falls schools, urged educators and leaders to provide role models and solid education for young people who will soon take on the leadership roles in their respective tribes. He recited past laws that provided mandates and finances for Indian Education and urged Summit participants to make sure something is happening as a result of this legislation. The evening was concluded with games and outings for students.

Tuesday morning began with breakfast and a second meeting with teachers to review curriculum development plans occurred under the leadership of Shane Doyle and Mike Jetty. The morning invocation was provided by Arlene Augare and was followed by a recap of Monday's work by Shane Doyle. Students and teachers were dismissed to finalize their work and to prepare for presentations to the larger body.

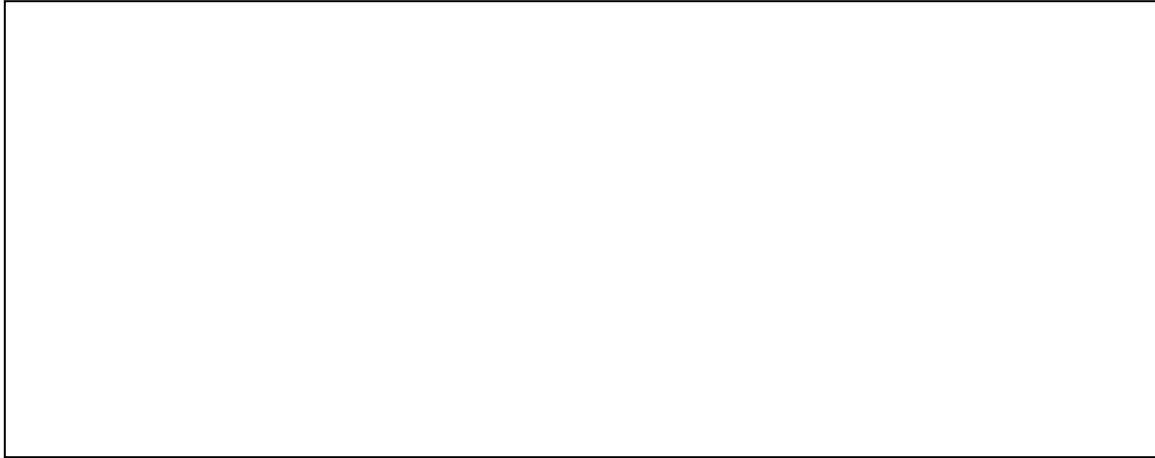
Following group work, small groups presented their final products for lesson plans and discussed their plans for organizing Tribal Youth Councils in their schools. A teacher meeting followed these presentations to set timelines for submission of final lesson plans to Shane Doyle who will assemble the final products.

The following pages provide a brief overview of each speaker or session. Appendix A contains all summit materials provided by speakers and staff. Appendix B provides resource material provided for use by all participants. Appendix C provides a compilation of the lesson plans created during the Summit.

“LEGAL PERSPECTIVES OF TRIBAL GOVERNMENTS”

MAYLINN SMITH

Director, Indian Law Clinic, The University of Montana School of Law



Maylinn Smith presented a blueprint for integrating information about tribal governments into high school curriculum. She began by outlining fundamental concepts about tribal governments that every student should know. These fundamentals included: tribal governments as the oldest forms of government in what is now the United States, the impact of tribes on the development of the U.S. Constitution, tribes as sovereign powers, the recognized rights of tribes, jurisdictional concepts within Indian Country, and Indians as a political, not a racial, classification.

Maylinn encouraged summit participants to create lessons that would allow students to examine the various types of tribal governance systems. She also advocated for the placement of maps of Indian Country in every classroom and pinpointed the need for education on specific Indian issues by allowing participants to complete an Indian Awareness quiz to test current levels of knowledge and to inform students, teachers, and staff about the general facts indicating the monumental impact Indians have had and continue to have in the United States. She encouraged a revamping of the current social studies model of levels of government to include the previously excluded level of tribal governments and defined the specific powers of sovereignty as well as the recognized rights of Indians which include inherent or retained rights, treaty rights, Congressional Acts, Executive Orders, and federal court decisions. She concluded with a clarification about what it legally means to be an Indian.

Presentation Evaluation:

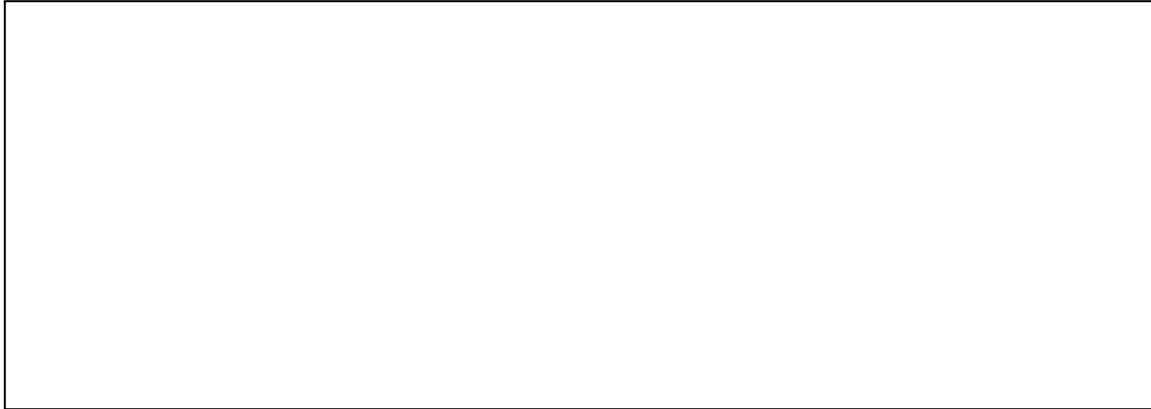
The presentation was: Clear and direct 29 Sometimes unclear 5 Frequently unclear 0

Information provided was: Very useful 29 Somewhat useful 5 Not very useful 0

Material presented in an interesting way: Strongly agree 17 Agree 17 Disagree 0 Strongly Disagree 0
(Sometimes unclear, Somewhat useful, and Agree were mostly student comments.)

“MONTANA’S SOCIAL STUDIES ACCREDITATION STANDARDS ON AMERICAN INDIAN TRIBAL GOVERNMENT AND THE GOAL OF INDIAN EDUCATION FOR ALL”

MIKE JETTY
Indian Education Specialist, Montana Office of Public Instruction



Mike Jetty began by welcoming the Summit participants and providing a brief background about himself. He then presented a power point presentation, which defined current resources that can be accessed through the tribes, the state, the Office of Public Instruction, and educators that have been designed to help implement the Indian Education for All Act. Mike then provided information gathered from Montana schools about their levels of implementation of the Act.

Results of data collected about the implementation of Indian Ed for All in Montana’s schools in 2004 show that while a majority of schools are beginning to institute policies for the implementation of the Indian Ed for All Act, the implementation is not occurring as an integrated part of the curriculum. In most cases it is still being taught in isolated units by teachers who feel they have little or no knowledge about the structure and function of tribal government, treaties and federal policies relating to Indians, American Indian arts and literature, Native American history, or contemporary issues of American Indians. The data also reported that to meet their immediate needs with respect to implementation of the law, staff development efforts focused on creating lesson plans, designing instructional strategies, and increasing background knowledge.

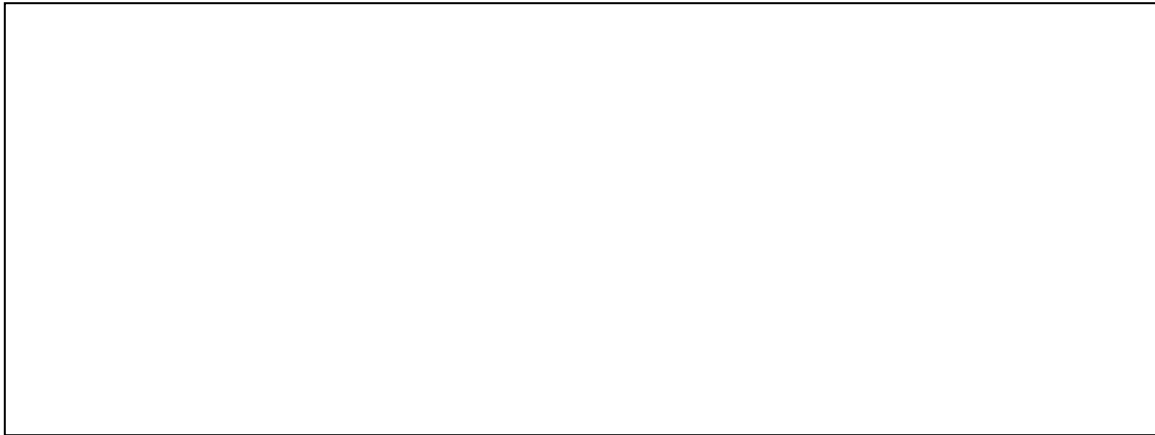
Mike concluded his talk by explaining the work that has been done through OPI in designing model lessons, compiling materials, creating bibliographies, and researching available speakers. He then praised participants for their dedication to contributing to this extensive effort and encouraged them by emphasizing the importance of their work at the Summit.

Presentation Evaluation:

The presentation was: Clear and direct 33 Sometimes unclear 1 Frequently unclear 0
Information provided was: Very useful 29 Somewhat useful 5 Not very useful 0
Material presented in an interesting way: Strongly agree 22 Agree 11 Disagree 0 Strongly Disagree 0
(Comments: too short, should have been longer. I always enjoy and WANT to hear Mike speak. He is FANTASTIC.)

“THE IMPACT OF TREATY RIGHTS ON TRIBAL GOVERNMENT”

DR. JOSEPH McGESHICK
Author/Professor
Montana State University



Mr. McGeshick spoke about how Native Americans in general have a romantic notion of treaties, believing that they are held in sacred esteem not only by tribes, but also by the United States government. In reality, however, the opposite is actually true. In practice Mr. McGeshick believes that Native Americans have no voice because of the way that treaties were negotiated and because these treaties can be abrogated at any time. As an illustration of this point Mr. McGeshick talked about the historical documents used to record treaties. When tribes were asked to sign these documents, we have been taught that each man “made his mark,” but in reality when Indians attended treaties, they were lined up and each man “touched the pen,” but another man actually made the X’s where Indian names appeared. As a historical point, Indians never actually signed these treaties at all.

Mr. McGeshick went on to talk about the plenary power of Congress and about how treaties are supposed to be interpreted in favor of Indians and tribes. He noted, however, that the trend in interpretation has begun to change and recent decisions have consistently been ruled against tribes, further diminishing Native American voice in treaty issues.

Presentation Evaluation:

The presentation was: Clear and direct __28__ Sometimes unclear __5__ Frequently unclear __0__

Information provided was: Very useful __25__ Somewhat useful __8__ Not very useful __0__

Material presented in an interesting way: Strongly agree __18__ Agree __13__ Disagree __0__ Strongly Disagree __0__

(Comments: Where can I get his book? Information very useful. Wow, I was impressed.)

“THE STRUCTURE AND ROLE OF TRIBAL GOVERNMENTS”

MONTANA TRIBAL LEADERS PANEL

Cedric Black Eagle – Crow Tribal Council Vice Chair

Steve Lozar – Confederated Salish and Kootenai Tribal Council Member

Fred Guardipee – Blackfeet Tribal Council Secretary

Julia Doney – Fort Belknap Community Council President

James Parker Shields – Little Shell Tribal Vice-Chairman

Steve Lozar, CSKT, opened the panel session with a presentation about the unique political situation on the Flathead Reservation. Public Law 280 plays a significant role in the Salish and Kootenai rights to sovereignty and self-governance. Often in the past law and order was imposed on these tribes in the form of “Anglo lockups.” In 1834 the tribes transitioned to being governed by a council. Later a logger turned to the state for help with law enforcement and the tribes agreed to give criminal jurisdiction up to the state of Montana. While the tribes had a very good court system, they were no longer able to handle criminal felonies. The state then dealt with these felonies by filling their jails with Indians and making them wait long periods for trials. As a result of this problem, the tribes retroceded jurisdiction for misdemeanors, but left the state with jurisdiction over felonies. Mr. Lozar noted that while 2% of this state’s population is Indian, 38% of our jails’ populations are Indian. Mr. Lozar pointed out that the tribe was able to retrocede its rights because they understood their power and boycotted non-Indian businesses and withdrew their money from non-Indian banks until the state acquiesced.

Julia Doney, Ft. Belknap President, expressed her sense of honor at being asked to work with young people at the Summit. She also spoke about her life’s experiences with education and reminded Summit participants to always keep their catcher’s mitts on because we need to be ready for the curve balls life may throw us. As future tribal leaders she admonished the students to make the best of life and to make sure that their people always have food, shelter, schooling, and emotional well-being. Mrs. Doney explained that education and economics are inseparable and that it is necessary to be well-educated in every area of life. Because the students were committed to being here, it was evident that they were committed to making a difference. President Doney charged the Summit participants with creating a curriculum that would be very clear and easy to understand. As a starting place, she suggest thinking about what the participants wanted teachers to know about them and what they wanted to know about each other. She also urged students to attend their tribal council meetings and to provide input.

James Parker Shields, Little Shell Vice Chair, opened by saying that he saw the Summit as a vehicle for the Little Shell Tribe to further get to know themselves and to further regain their status in the region. He then went on to explain his own background in education and a few of his experiences at the Twin Bridges state orphanage where he attended school. James Parker Shields then went on to explain how the Little Shell Tribe originally separated from the Turtle Mountain Chippewa in North Dakota. In 1892 the Turtle Mountain Tribe was asked to give up 90% of their land through the McCumber Agreement. Chief Little Shell and his followers refused to sign the agreement and were thus excluded from the group. This small band traveled to Montana to live and then migrated to urban areas to find work. Now this group of Indians has just recently become a tribe recognized by the state, in spite of the fact that the group has no land base. James Parker Shields reminded the group that land does not make a tribe. In order for the Little Shell to gain recognition they had to show that the Little Shell tribal government had continuous control or influence over its tribal members and still maintains this influence. The tribe has a constitution patterned after the IRA which changed its system of government such that it is structured more like a business. In the past leadership was hereditary, but now they are the only tribe that holds a state-wide campaign for the election of its 7-member tribal council. Now that the Little Shell have gained state recognition and are able to function under a tribal government, the tribe is looking to negotiate agreements in order to select a land base for its headquarters.

Cedric Black Eagle, Vice Chair of Crow Tribe, discussed the Crow system of government under the newly adopted tribal constitution. Under the new system the tribe operates using three branches of government (the executive, judicial, and legislative branches) and this has provided the executive branch with a better ability to negotiate. He believes the new constitution allows the Crows to make better economic decisions for the tribe. As an example, he spoke about the new 200,000 watt power plant that is being constructed on ceded land. The new constitution will allow the legislative branch of Crow government to adopt laws, ordinances, codes, and regulations that can help the tribe advance economically and also protect it environmentally and otherwise.

Fred Guardipee, Blackfeet Tribal Business Council Secretary, gave a brief history of his 20 years in tribal government with the Blackfeet and also working with 27 other tribes around the U.S. Mr. Guardipee went on to discuss how the Blackfeet tribal constitution has changed to allow for the tribe to make better economic negotiations. In 1936 they adopted a charter, by laws, and a plan of operations as a way of better controlling their own affairs and operating as a corporation for financial transactions. Mr. Guardipee emphasized the extreme importance of a high school diploma for Indian students as well as further education to allow Indian workers to fill the technical positions created by business negotiations between the tribe and interested companies. He stated that the

tribal council is very supportive of educators and is also trying to provide more money to support students who pursue higher education. He believes that his tribe's greatest accomplishments have come through education.

Presentation Evaluation:

The presentation was: Clear and direct 28 Sometimes unclear 6 Frequently unclear 0

Information provided was: Very useful 28 Somewhat useful 6 Not very useful 0

Material presented in an interesting way: Strongly agree 19 Agree 14 Disagree 0 Strongly Disagree 0

(Comments: Awesome and thanks for their input.)

“TRIBAL YOUTH COUNCILS – HOW TO ORGANIZE AND IMPLEMENT”

NANCY STIFFARM
Director, Title VII Indian Education, Harlem Schools

Nancy Stiffarm, Directory of Title VII Indian Education for Harlem schools discussed the importance of Tribal Youth Councils as a way for young people to have input in the course of their tribes and also as a way to become prepared for future tribal leadership. She explained the qualifications for youth council members and the process by which candidates campaign and are elected. To illustrate the importance of having youth councils, Nancy talked about a council meeting she attended with a youth council. The youth council prepared a memo about the important issues they felt were currently facing the tribe. The council replied that they had just paid a large sum for a group to evaluate their current status and compile five and ten-year plans 90% of what was written in these plans had been noted by the students.

Nancy explained the obligations and duties of youth council members. Tribal Youth Councils meet weekly, they attend tribal meetings, they make recommendations, and they have fun. As part of her educational philosophy, Nancy believes it is very important that students know that adults are receptive to who students are and treat them as worthy and important individuals. To students she says, “Wherever you are going, you need to remember where you come from. Find out about your cultural background. Ask about your ancestors.” She encouraged staff and students by saying, “Take a risk to do something that you only dreamed of.” Finally, Nancy concluded with a discussion of the important characteristics of leaders including vision, integrity, and responsibility.

Presentation Evaluation:

The presentation was: Clear and direct 26 Sometimes unclear 3 Frequently unclear 0

Information provided was: Very useful 20 Somewhat useful 8 Not very useful 0

Material presented in an interesting way: Strongly agree 18 Agree 11 Disagree 0 Strongly Disagree 0

“WHAT SHOULD STUDENTS IN MONTANA’S K-12 SCHOOLS KNOW ABOUT MONTANA’S TRIBAL GOVERNMENTS?”

MONTANA TRIBAL LEADERS PANEL

Cedric Black Eagle – Crow Tribal Council Vice Chair

Steve Lozar – Confederated Salish and Kootenai Tribal Council Member

Julia Doney – Fort Belknap Community Council President

James Parker Shields – Little Shell Tribal Vice-Chairman

Steve Lozar, Confederated Salish and Kootenai Tribal Council, expressed gratitude about being able to address the next generation of leaders. The general population of Indians and non-Indians are not as informed about tribal government as we may think. Tribal councils try to support anything that will enhance our culture, so we think differently than the rest of society. Our elders are essential and we always defer as a tribal council to our Native elders. We also place a lot of value on our extended families. Sometimes in school districts, they don’t understand what happens when someone in our community dies. Sometimes we think that these cultural practices are more important than the district expectations. K-12 students should know that our tribal governments are viable. Sometimes they say we are reactionary, however, the truth is we determine our own future. As a people we are adaptable. Our government constantly deals with how we make these adaptations to maintain what is important to us. Sometimes we get the wrong idea about culture. Culture by its definition changes constantly. Traditions guide our culture. We have young people who sit on our culture councils. Language is also something we want students to know so we have our own immersion schools. K-12 students need to know what the tribal government does and what it affects. Our decisions affect everyone, Indians and non-Indian. For instance, we are the biggest employers in our area. Finally, Mr. Lozar expressed that our education must embrace Native values.

Julia Doney, Fort Belknap Community Council, said that she feels that for K-12 students to know what, when, and where, we should know who we are. She would like to see tribal councils introduce themselves to students so that students can become comfortable with their leaders. Sometimes the leadership has good intentions in support of education, but tribal business sometimes limits the amount of time tribal council members can devote to the support of education. Julia provided a list of what she would like students to know including: students know what the structure of the government is and what the election process is; students should know what the Constitution says and how the tribe arrived at the words they put in the Constitution and their amendments and understand the process for making amendments; understand what it mean to be sovereign; understand the people around them so that we can interact effectively with those around us; tribal

people know what it means to be a member of a particular tribe and understand that tribal identity; students should know their family tree; the Fort Belknap Council's executive and judicial branches are separate powers, even though our people voted for separation of power, they still don't understand that the council does not interfere with the court system; students should know that some tribes have separation of powers and some do not; students should know what happens at council meetings and appropriate meeting etiquette; there is a committee structure within the Council; the best education a student can get is to actually come and sit in the council; students should know their language -if they know their language they also know their culture and history and they also need to know what will happen if we lose our language; and students should understand how and when the Fort Belknap Reservation came to be.

Cedric Black Eagle, Vice Chair, Crow Tribal Council, emphasized the importance of Indians students who know the history of their people in Montana. It should be recognized that most of the tribes were here prior to Montana's statehood. Students should also be cognizant of treaties, like the 1868 treaty among others that were established and later dishonored. Students should know where their tribes came from, their roots and origins. An understanding of the tribal languages is vital, as well as an understanding of the land and other resources of the people. Students should be aware of draft legislation and other current even issues and negotiations undertaken by the tribes (i.e water rights negotiations, the restorative purchase of lands, etc.). He concluded by saying he hoped each of the students attending would be part of the leadership that would take their tribes to the next level.

James Parker Shields, Vice Chair Little Shell Tribe, expressed that in general terms knowing our people, history, and culture was essential for Montana students. Students should know the differences between cultures and geographic areas, customs, and lifestyle. From this basic background student should refine their knowledge to tribal specifics such as the Chippewa background (i.e. The Chippewa are the largest band in the U.S.). Mr. Shields believes that a general understanding of the Chippewa gives a foundation for understanding many other tribes. In addition to the above he says students need to understand Indian cultures other than the Plains Indian culture. They should also have a grasp of intertribal relations. For instance, they should understand the close relationship between the Chippewa and Cree and recognize the influence of the similarities, customs, and intermarriage on this relationship. They should also understand the history of the Metis and the relationship between the Chippewa and the Assiniboine (The Assiniboine were close to the Crees so they tolerated the Chippewa). From an understanding of the people, students should progress to knowledge of unique aspects of the tribe, such as the Little Shell's lack of federal recognition. While they are eligible for some services and have trust land issues like other tribes, the

government does not acknowledge their existence. As a result, the Little Shell has become the most documented Indian tribe in Montana due to the burden of proving geographic contiguity, etc. Students should observe the process of entering into state relations and receiving state recognition, exploring what this involvement entails. In conclusion, Mr. Shields said, “Young people in our tribe, particularly urban Indians, need to learn that they are just as good as any other Indians, or any one else.”

Presentation Evaluation:

The presentation was: Clear and direct __28__ Sometimes unclear __4__ Frequently unclear __0__

Information provided was: Very useful __24__ Somewhat useful __8__ Not very useful __0__

Material presented in an interesting way: Strongly agree __20__ Agree __12__ Disagree __0__ Strongly Disagree __0__

(Comments: I really like the Q&A session and how they worked with students in groups! I will bring this format into my classroom.)

“AN URBAN PERSPECTIVE OF TRIBAL GOVERNMENTS AND JURSDICTION”

DR. MURTON McCLUSKEY
Director, Indian Education
Great Falls Schools



Dr. Murton McCluskey presented a brief synopsis of his own experiences with education, including 10 years of boarding school, and explained how these experiences have lead him to understand the importance of role models for Indian students. He questioned the messages that are sent to children when they do not see their own histories represented in their education. He believes this has created a challenging job for educators who are now teaching the future leaders of Montana’s Tribes. He admonished the group on the dangers of Indian students being taught by educators who know little about Indian culture and history.

McCluskey said that now that House Bill 343, Title IV and Title VII, and the Johnson O’Malley Act have taken effect we need to make sure that something is happening. Indian education is no longer optional. We now have money and guidance so we need to invest in students as prevention for future problems. We need to publicize Indian role models so that students become aware of who these men and women are. In closing Dr. McCluskey urged participants to “put our minds together and see what we can do for our children.”

Presentation Evaluation:

The presentation was: Clear and direct 28 Sometimes unclear 5 Frequently unclear 0

Information provided was: Very useful 24 Somewhat useful 9 Not very useful 1

Material presented in an interesting way: Strongly agree 21 Agree 11 Disagree 0 Strongly Disagree 0

THE LESSON PLANNING PROCESS

Schools from each reservation in Montana were asked to send two outstanding students and a teacher to the summit to participate in creating lesson plans for Montana high school curriculum. Five of Montana's tribes were also asked to send a tribal representative. (Not all tribes were included due to budget limitations). Students and teachers from urban areas were also asked to attend as representatives of off-reservation Indian populations.

Students, teachers, and tribal leaders were broken into smaller working groups during Monday and Tuesday and each group was charged with creating two tribally-specific lesson plans for use in Montana high school classes. Students were asked to generate ideas and activities for lessons while teachers served as guidance and also recorded the lessons according to the OPI lesson plan format. Tribal leaders acted as expert resources for the material contained in each lesson. At the conclusion of both days each group presented their ideas to large group for review. Those who attended the summit were divided into working groups as follows:

Group 1

Cedric Black Eagle -	Vice Chairman Crow Tribe Executive Branch
Gretchen Brien –	ETS Coordinator, Lodge Grass High School
Nora A. Bird –	Director, Crow Tribe Education Department
Cori Bulltail –	Student, Lodge Grass High School
Richard Takes Horse –	Student, Lodge Grass High School

Group 2

Lindsey White Wolf –	Student, Lame Deer High School
Molly Spang –	Student, Lame Deer High School
Larry Medicine Bull –	Teacher, Lame Deer High School
Kaylabeth Charlo-Martin –	Student, Hellgate High School
Rocky Momberg –	Student, Hellgate High School
Nancy Larum –	Teacher, Hellgate High School
Mariah Friedlander –	Student, Ronan/Flathead
Anita Big Spring –	Ronan/Flathead

Group 3

Jake Arrow Top –	Student, Heart Butte High School
Greg Collins –	Teacher, Heart Butte High School
Stephanie Show –	Student, Browning High School
Angela Racine –	Student, Browning High School
Lorrie Tatsey –	Teacher, Browning High School

Group 4

Tohni Laverdure –	Student, Great Falls High School
Jessica Laverdure –	Student, Great Falls High School
Charly McGillis –	Student, Great Falls High School

Cree Shields – Student, East Middle School Great Falls
Scott Hartman – Teacher, C.M. Russell High School
Morgan Oswood – Student, C.M. Russell High School
Dr. Russell V. Boham – Chief of Staff, Little Shell Tribe
James Parker Shields – Vice-Chairman, Little Shell Tribe

Group 5

Miranda Crasco – Student, Hays/Lodge Pole High School
Dee Anne Brockie – Student, Hays/Lodge Pole High School
Holly Allen-King – Teacher, Hays/Lodge Pole High School
Julia Doney – President, Fort Belknap Community Council

Group 6

Emory Champagne – Indian Student Tutor, Havre High School
Kayla Doney – Student, Havre High School
Morgan One Spot – Student, Havre High School
Frances Eagleman – Student, Rocky Boy High School
Jordan Coffee – Student, Rocky Boy High School
Deborah LaMere – Teacher, Rocky Boy High School

The lesson plans created by these groups will be included as Appendix C.

EVALUATION

Each participant completed a summit survey at the conclusion of this event. The Montana Tribal Government Curriculum Summit was given very high praise by participants as evidenced by the numbers recorded below. While there was some constructive criticism of minor aspects of the summit, the majority of responses were extremely positive. Aspects of the summit that received some criticism were related to the short nature of the event (three days did not provide adequate time to learn from speakers and to create lesson plans) and the very full schedule planned for this event (some participants felt they needed more breaks from the intense pace of the summit).

SUMMIT EVALUATION Summit Participant Feedback 2006

1. What was your role at the summit? (Please check only one.)
 - Teacher -- 9
 - Student -- 18
 - Speaker -- 2
 - MIEA Staff -- 5

2. The summit as a whole was...
 - Very useful -- 32
 - Somewhat useful -- 2
 - Not very useful -- 0

3. The time allotted for this summit was...
 - Used well -- 27
 - Could have been used better -- 7

4. The resources provided in the binder for future use were...
 - Excessive -- 12
 - Adequate -- 22
 - Inadequate -- 0

5. This summit was...
 - Excellent -- 24
 - Good -- 10
 - Average -- 0
 - Poor -- 0

6. I feel well-equipped to contribute to projects that help implement Indian Ed for All
 - Strongly agree -- 15
 - Agree -- 19
 - Disagree -- 0
 - Strongly disagree -- 0

7. The meals at this summit were...

- Excellent -- 22
- Adequate -- 12
- Inadequate -- 0

8. Working with people at this summit was...

- A rewarding experience -- 31
- A pretty good experience -- 3
- Just another experience -- 0
- A difficult experience -- 0

9. If you said that this experience was difficult, please explain what we could do in the future to make it easier for people to participate.

- Less talking

10. The meeting facilities at this location were...

- Excellent -- 23
- Adequate -- 9
- Inadequate -- 0

11. If any of the above questions sparked ideas or comments, please write them below. We are very interested in making improvements to this process and appreciate your feedback.

- A little crowded, but that was okay. It made you interact with those within close proximity.
- Need to do a parent summit – to reinforce what their child, student brought to the Summit.
- More time for breaks
- Kids needed some time for themselves. There were wore out by second day.
- More time for breaks. Too tiring.
- Need access to computers (internet) and printers
- I think that this summit should have been a little bit longer so we could go over issues and do more planning for the curriculums.
- More time! All tribes participate.
- Let us know about the implementation of our curriculum
- This summit should be longer to get more ideas about the Tribal Gov. so we don't have to cram every information in, in one to two days. Should have at least 4 days long. Not including travel day.
- You could make the MIEA conference maybe a day longer, so we can do a lot more things.
- Great first summit.

Please answer the following questions about your lesson planning sessions.

1. The time allotted for planning lessons was...

- Used well -- 31
- Could have been used better -- 2

2. The explanation of teachers'/students' responsibilities and requirements was...

- Very clear -- 21
- Mostly clear -- 12
- Somewhat clear -- 1
- Very unclear -- 0

3. Please describe how you felt about being involved in this process.

- I feel honored and very privileged to partake of this Summit. Being with young people is always a refreshing experience.
- I like having groups working together from more than one school. I think the kids felt a little overwhelmed with the process, but once we began working they all contributed. I'm really looking forward to seeing the final copies.
- Good
- I thought that this was a really good learning experience and I would do it again!
- Grateful to add my input, want to continue to do to help ALL Montana students. Thank you for inviting me to participate – it was good to make new and old acquaintances and hear and understand other viewpoints and perspectives. Long hours, but very beneficial. Glad to be on your team!!
- Felt great because I will go and spread my thoughts and reasons to others about being a Tribal leader.
- I was honored to come here. It was fun, exciting, and I learned a lot! Thank you!
- It's great to work with other teachers and students from different areas made new acquaintances.
- I think it was a very interesting, fun, and educational experience.
- I feel very honored to have participated in this very important process. The students and Tribal Leaders also teachers and providers of this summit are very dedicated. Cheers to all.
- Great!
- Good, it's great to finally be able to do our part in making a difference.
- It was a really good experience and I was glad to take part in it.
- I felt very good. This opened my eyes to tribal law, land, and government.
- I felt it was something to be proud of. Starting something good and making it great and even greater.
- Helped students with info they needed about tribal government.
- Enjoyed it – need time for students/staff to re-energize.
- I feel great because I learned a lot of things about my culture and others.
- It was a good learning experience. Looking forward to another one!
- It was fun.
- It was an honor to participate in this historical event.
- Great opportunity for our people
- My feelings about being involved in this process is very rewarding on how I made something that could possibly be used in classroom experience.
- I enjoyed it. It was a very good learning experience, and I hope the work we have done will be useful.
- Thought it was cool.
- I'm glad I had the opportunity to participate in this process. I truly believe it is important that students learn more about Indians, their way of life, and their varying tribal governments. I hope the lessons we planned at this summit are put into effect.

If you are a participating student, please answer the following questions about student activities.

1. Participation in the student activities was fun.
 - Agree strongly -- 7
 - Agree -- 12
 - Disagree -- 0
 - Disagree strongly -- 0

2. Participation in the student activities helped me get to know students from other schools better.
 - Agree strongly -- 9
 - Agree -- 8
 - Disagree -- 2
 - Disagree strongly -- 0

3. Time spent on student activities could have been used better.
 - Agree strongly -- 5
 - Agree -- 10
 - Disagree -- 4
 - Disagree strongly -- 0

4. If any of the above questions sparked ideas or comments, please write them below. We want to know what you think. Your suggestions will be taken seriously.
 - We needed more breaks! It was good other than that.
 - We could of did different activities.
 - I thought this was cool to come here and learn things.
 - Have a longer conference.

THANK YOU

Our thanks to the First Nations Development Institute, Native Youth and Culture Fund for the grant supporting this Tribal Government Curriculum Summit and to the Office of Public Instruction, Indian Education Division for the use of their expertise and resources. We also extend our thanks to the planners and participants who contributed both publicly and behind the scenes to this momentous event. May the relationships we established here continue to help further the success of Indian education in the State of Montana.

MONTANA INDIAN EDUCATION ASSOCIATION BOARD OF DIRECTORS

The Montana Indian Education Association (MIEA) is a statewide advocacy group for Indian education. MIEA represents all aspects of education with over 350 members including teachers/faculty, K-20 students, parents, administrators, tribal educators, legislators, policy makers, and other interested individuals who want to make a difference in the education of Indian children and adults.

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- Mike Jetty, Office of Public Instruction, Indian Education Division
- Dr. Joseph McGeshick, Montana State University, Native American Studies Dept.
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- Nancy Stiffarm, Title VII Indian Education, Harlem Schools
- Dr. Murton McCluskey, Indian Education, Great Falls Schools

PARTICIPANTS

- Cedric Black Eagle, Vice Chairman Crow Tribe Executive Branch
- Gretchen Brien, ETS Coordinator, Lodge Grass High School
- Nora A. Bird, Director, Crow Tribe Education Department
- Cori Bulltail, Student, Lodge Grass High School
- Richard Takes Horse, Student, Lodge Grass High School
- Lindsey White Wolf, Student, Lame Deer High School
- Molly Spang, Student, Lame Deer High School
- Larry Medicine Bull, Teacher, Lame Deer High School
- Kaylabeth Charlo-Martin, Student, Hellgate High School
- Rocky Momberg, Student, Hellgate High School
- Nancy Larum, Teacher, Hellgate High School
- Mariah Friedlander, Student, Ronan/Flathead
- Anita Big Spring, Ronan/Flathead
- Jake Arrow Top, Student, Heart Butte High School
- Greg Collins, Teacher, Heart Butte High School
- Stephanie Show, Student, Browning High School
- Angela Racine, Student, Browning High School
- Lorrie Tatsey, Teacher, Browning High School
- Tohni Laverdure, Student, Great Falls High School
- Jessica Laverdure, Student, Great Falls High School
- Charly McGillis, Student, Great Falls High School
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- Holly Allen-King, Teacher, Hays/Lodge Pole High School
- Julia Doney, FBICC President, Fort Belknap
- Emory Champagne, Indian Student Tutor, Havre High School
- Kayla Doney, Student, Havre High School
- Morgan One Spot, Student, Havre High School
- Frances Eagleman, Student, Rocky Boy High School
- Jordan Coffee, Student, Rocky Boy High School
- Deborah LaMere, Teacher, Rocky Boy High School
-

COORDINATOR – PRESS – VIDEO – REPORT

- Shane Doyle – Summit Coordinator
- Shane Doyle – Press
- Lancing Dreamer – Videographer
- Megkian Penniman –Report

APPENDIX A
Presenters' Materials

APPENDIX B

Summit Resource Binder Materials

APPENDIX C

Lesson Plans Resulting from Summit Work