



What We Keep:
Stories and Songs
of Resilience-
An Evening of
Entertainment

What We Keep: Stories and Songs of Resilience -
An Evening of Educational Entertainment in Honor of American Indian Heritage Week
featuring Julie Cajune, Shane Doyle and Crow Rapper "Supaman"

These three videos are a product of the September 15, 2014 filming of -

What We Keep: Stories and Songs of Resilience: An Evening of Educational Entertainment brought to you by the Montana Office of Public Instruction

It is our sincere hope that these videos will inspire deep discussion about the content, the Essential Understandings, and Indian Education for All not only in classrooms around the state of Montana, but also in classrooms across the nation and even internationally.

Julie Cajune's video: *With Love From Indian Country* is well suited for 9-12 English language arts and social studies classes as she weaves together seminal works by American Indian authors to tell the story of Indian Education.

Dr. Shane Doyle's video: *Double Helixes in Medicine Wheel Country...* could be utilized in 6-12 science, social studies, English language arts, and art classes as he tells the story of how a disturbed grave of a three year old child from over 12,000 years ago helped to open the door to a greater understanding of Indian identity.

Christian Takes Gun Parrish's video: *Supaman!* fits K-12 curriculum on multiple levels. K-5 classrooms may wish to pay particular attention to not only his jokes, but also how his regalia blends other American Indian cultures, Crow beading, and includes contemporary materials. 6-12 classes may choose to explore the lessons that he invokes by asking the audience to spend 10 seconds giving each other compliments.

Questions for Discussion are provided for each video. However, these questions are simply suggestions to begin a conversation with your class. Your students may bring up observations that take Indian Education for All even deeper in your classroom.

This American Indian Heritage Day 2014 Event focuses on Essential Understandings One and Two from *The Seven Essential Understandings Regarding Montana Indians*:

Essential Understanding #1

*There is **great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments.** Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.*

Essential Understanding #2

*There is **great diversity among individual American Indians** as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.*

Julie Cajune (Salish)

With Love From
Indian Country



Julie Cajune

Julie Cajune is a member of the Confederated Salish and Kootenai Tribes and a recipient of the 2011 Montana Governor's Humanities Award. She is currently working as an independent educational consultant. Ms. Cajune also: provides consultation to five Indian Mission Schools, is completing the last stages of a collaborative text, *Our Way: A Parallel History*, that includes contributions from 24 indigenous scholars, working on two children's books, completing a curriculum component for Honoring Tribal Legacies, a National Park Service project, editing for publication the Salish and Pend d'Oreille multimedia land history project that includes images and information on over 100 traditional place names, revising for publication the Montana Tribal Lands curriculum, funded by the Indian Land Tenure Foundation, compiling case studies from presenters at the Native Lands and Wilderness Council during the World Wilderness Congress in Salamanca, Spain in 2013.

With Love From Indian Country

Through writing that is brilliant and subversive, deviant and clever, forgiving and confronting, Julie Cajune will read and perform work from her favorite American Indian writers. Each piece will speak to a particular facet of what Indian Education is. It is more than reservation maps and tribal flags: it is an enormous act of love from Indian Country and an essential rite of passage for America.

Works Used by Julie Cajune:

Alexie, Sherman. *Blasphemy: New and Selected Stories*. New York: Grove Press, 2012.

Alexie, Sherman. *First Indian on the Moon*. New York: Hanging Loose Press, 1993.

Alexie, Sherman. *Reservation Blues: A Novel*. New York: Open Road Media, 2013.

Bear, Luther Standing. *Land of the Spotted Eagle*. Lincoln: University of Nebraska Press, 2006.

Deloria, Vine. *Custer Died for Your Sins: An Indian Manifesto*. Norman: University of Oklahoma Press, 1969.

Harjo, Joy. *How We Became Human: New and Selected Poems, 1975-2002*. New York: W.W. Norton & Company, 2004.

Hogan, Linda. *The Woman Who Watches Over the World: A Native Memoir*. New York: W.W. Norton & Company, 2002.

Miller, Robert J. *Native America, Discovered and Conquered: Thomas Jefferson, Lewis & Clark, and Manifest Destiny*. Westport, CT: Greenwood Publishing Group, 2006.

Ortiz, Simon J. *After and Before the Lightning*. Vol. 28 of *Sun Tracks*. Tucson: University of Arizona Press, 1994.

Ortiz, Simon J. *From Sand Creek*. Vol. 42 of *Sun Tracks*. Tucson: University of Arizona Press, 1981.

Sterling, Shirley. *My Name is Seepeetza*. Toronto, ON: Groundwood Books Ltd, 1992.

Clarence Woodcock. Personal communication.

Questions for Discussion:

1. Julie Cajune begins various sections of her presentation with, “Indian Education is...” what do you think was the purpose of this?
2. Does Julie Cajune’s presentation focus more on tribal individuality or the uniqueness of the individual? Explain your reasoning.
3. Do you feel a sense of hope from this presentation?
4. What was the most powerful or poignant piece that will stay with you after watching to *With Love From Indian Country*?

**Shane Doyle, Ed.D.
(Crow)**

**Double Helixes in Medicine
Wheel Country –
Sacred Circles and Life on
the Northern Plains**



Dr. Shane Doyle

Dr. Shane Doyle is an educator and member of the Apsaalooke Nation originally from Crow Agency, Montana, and now residing in Bozeman, Montana. Dr. Doyle holds a degree in elementary education, a master's degree in Native American Studies, and a doctorate in Education, Curriculum and Instruction, all from MSU-Bozeman. Along with being an adjunct professor at MSU-Bozeman, Dr. Doyle is currently beginning his first year of a postdoctoral appointment through the Centre of Geogenetics at the University of Copenhagen, Denmark. As an instructor and scholar, Dr. Doyle's area of interest and expertise is the cultural and geographic history of Montana and the Northern Plains; 12,600 B.C. – 2014.

Double Helixes in Medicine Wheel Country – Sacred Circles and Life on the Northern Plains

The discovery, research, and returning to the earth of the Clovis boy discovered at the Anzick Site in the Shields River Valley, marks one of the most remarkable and astounding episodes in the history of interactions between western scientists and the indigenous people of north America. As a co-author on the DNA study published in the journal, *Nature*, in February, 2014, Dr. Shane Doyle gives his interpretation of what the disturbance, study, and subsequent reburial of the Clovis child means to both ancient and contemporary people.

Questions for Discussion:

- 1. Where is Wilsall in relation to the Crow Indian Reservation?**
- 2. Were any tribal nations consulted prior to the DNA testing of the Anzick child?**
- 3. What are the implications of having scientific data affirm American Indian origin stories and beliefs that tribes are originally from North America?**
- 4. How did these particular ancient peoples express their love and grief when this child passed away?**
- 5. How does the Anzick child discovery impact the future handling and studying of ancient American Indian remains and artifacts?**

Christian Takes Gun Parrish (Crow)

SUPAMAN!



Christian Takes Gun Parrish

As a member of the Apsaalooke Nation, Christian Takes Gun Parrish makes his home on the Crow Reservation in Montana. Christian Takes Gun Parrish, Supaman, is a Native American dancer and hip hop artist who has dedicated his life to empowering youth and educating listeners with a message of hope through culture and music. He is a young energetic entrepreneur with tremendous leadership abilities. Known for his powerful inspirational lyrics, he is in demand nationally with the purpose of spreading a positive message throughout Indian country and abroad. He is a champion fancy dancer traveling extensively on the powwow circuit throughout the U.S and Canada and lives a drug and alcohol-free life.

Supaman!

Supaman's presentation combines Native American culture, humor, and urban hip hop culture which dazzles audiences, captivates listeners, and breaks down stereotypes. For this he has gained the respect of his culture and generation. As you will experience, his uncanny ability to motivate, encourage, and inspire through dance, humor and music keeps him at the forefront among his contemporaries. On March 21, 2014, the MTV Iggy blog named him Artist of the Week from among hundreds of competitors. After watching his performance, you will understand why MTV recognized him for his talents. His "Prayer Loop Song" has had over 341,000 views on YouTube.

***Supaman!* Questions for Discussion:**

- 1. What was your favorite joke that Supaman told?**
- 2. How did you like how Supaman combined hip hop music with the traditional Crow flute and drum?**
- 3. What kind of dance does Supaman do?**
- 4. What did Supaman say about his regalia (his special dancing clothes)?**
- 5. Why do you think that Supaman asked the audience to look at each other and then look at each other and give compliments? How do you think that made the audience members feel? ~Give this a try!**

For Further Investigation:

Julie Cajune's *With Love From Indian Country*

- What happened at Sand Creek? Ms. Cajune begins and ends her presentation with that location. What do you think is the importance of her doing so?

<http://www.pbs.org/weta/thewest/resources/archives/four/sandcrk.htm>

- What kind of school did Martha Stone attend where she was forbidden from using her name, "Seepeetza"? Why did Ms. Cajune include this?

<http://www.pbs.org/indiancountry/history/boarding.html>

Dr. Shane Doyle's *Double Helixes in Medicine Wheel Country*

- What are the ethical implications of studying American Indian remains?

<http://www.pbs.org/opb/historydetectives/feature/repatriation/>

- How might the Anzick child continue to impact relationships between Native people and scientists?

<http://projectarchaeology.org/teachers>

Christian Takes Gun Parrish's *Supaman*

- What was the reaction of tribal elders to Supaman's combining the traditional with the contemporary?

<http://opi.mt.gov/Streamer/IndianEd/IFAMusicVideos/SupaMan.mp4>

- Why is music so important to tribal cultures?

American Indian Music: More Than Just Flutes and Drums – </pdf/IndianEd/Resources/09MoreThanDrums.pdf>