

Montana Small Schools Alliance
HONORING MONTANA'S FIRST PEOPLES

UNIT: History and Location of Montana's Reservations

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SCHOOL AND COUNTY: Jackson School in Beaverhead County

GRADE LEVEL: 3-8

DURATION: two weeks (about eight 1 hour periods)

INDIAN RESERVATION REFERENCED: All Montana Indian Reservations

SUBJECT AREAS: Social Studies, Art, Reading, Writing, Listening, and Research.

CONTENT STANDARDS ADDRESSED:

Social Studies Standard One: Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations. Benchmark 2

Social Studies Standard Two: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility. Benchmarks 1, 2, 3, 4

Social Studies Standard Three: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and religions). Benchmarks 4, 5, 7

Social Studies Standard Four: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. Benchmarks 1, 2, 4, 7

Social Studies Standards Six: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. Benchmarks 1, 2, 3, 4

Other standards may also apply.

ESSENTIAL UNDERSTANDINGS ABOUT MONTANA INDIANS:

Essential Understanding 4: Reservations are lands that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. That both parties to treaties were sovereign powers. II. That Indian tribes had some form of transferable title to the land. III. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.

All of the Essential Understandings Regarding Montana Indians should briefly be addressed.

MATERIALS:

Montana maps,

Various books & other resources should be readily available.

Students & teachers use books that OPI sent to each school.

Montana’s Office of Public Instruction’s (OPI) resources: “The Essential Understandings Regarding Montana Indians” (on OPI website), “Long Ago in Montana” and “Tribes of Montana (DVDs).

Markers

Poster board

Sample of each reservation’s seal or outline map of the reservation

Poster board for retrieval chart

REFERENCES:

OPI's (www.opi.mt.gov) resources: "The Essential Understandings Regarding Montana Indians" (on OPI website)

"Long Ago in Montana" and "Tribes of Montana (DVDs)

Indian Education for All, Montana Indians, Their History and Location (on OPI website)

<http://Indiannations.visitmt.com>

http://www.billings.k12.mt.us/literacy/mont_indianflags.htm. April 2007

http://members.aol.com/_ht_a/Donh523/navapage/crow.htm

http://members.aol.com/_ht_a/Donh523/navapage/ftpeck.htm

http://members.aol.com/_ht_a/Donh523/navapage/flathead.htm

http://members.aol.com/_ht_a/Donh523/navapage/nchey.htm

Review OPI site for "A Guide for Evaluating Indian Education Services, Products, and Materials"

Mike Jetty. Indian Education Specialist. OPI 444-0720

LESSONS

History and Location of Montana's Reservations

With guidance from the teacher, students will discuss Montana Indians. "The Essential Understandings Regarding Montana Indians" and "Montana Indians: Their History and Location" (developed by the Office of Public Instruction), will be used to discuss important aspects of the Indian nations. Also the DVDs that were provided by the OPI will be used. ("Long Ago in Montana" and "Tribes of Montana"). The definition of reservations and how they were developed will be explained in depth.

Discuss reliable resources with your students so they are retrieving correct information. Discuss how different views are applied throughout history and it is often hard to sort out the facts. When students are looking at books they need to make sure they are non-fiction or realistic/historical fiction. On the internet, students need to make sure the sites are .org or .gov in order for them to be more reliable. Review OPI site for "A Guide for Evaluating Indian Education Services, Products, and Materials".

Research Paper: Students (individuals or groups) will be assigned to research one of the Montana reservations or tribes. The students will research information from reliable resources in order to gain knowledge about the reservation and tribes that have been assigned to them. (Teachers may want to assign different students different tribes of Montana instead of reservations. For example, the Flathead reservation represents three different tribes so at least three students should be assigned to this reservation.)

Each tribe, which represents part of the reservation, must be researched and include the following information:

1. Types of homes they live in. (yesterday and today)
2. What does their family group consist of?
3. Cultural beliefs.
4. Traditional ceremonies and customs.
5. Languages spoken.
6. Where did this tribe come from before they were put on the reservation?
7. Show where their reservation is located on the map.

Research Criteria

400 words at least (older students should write more)

No plagiarism

Facts (no opinions)

Beginning or Introduction

Middle – with paragraphs

Ending or Conclusion

Use two or more sources to find your information.

(For example: the internet and a book)

Title Page: Title, Your Name, Date (centered and spaced evenly)

Information Pages

Bibliography Page: alphabetical order

Examples

Book

Webster, Bill. How to Write a Research Paper. Chicago: Printer Press, 1998.

Encyclopedia

Barr, William. "Northwest Passage." World Book Encyclopedia. 1998 ed.

Magazine Article

Safer, Barbara. "Secret Messages." Cricket. Sept. 1998: 29-33

CD-ROM

Grolier Multimedia Encyclopedia. CD-ROM. Danbury, CT: Grolier Interactive, 1998.

Internet

Camp Swift. Kathy Kinchloe, March 1998. Bastrop Middle School. 1 Sept. 1999
<http://www.bms.edu>

Sharing their information:

Students will assist the teacher in the construction of a retrieval chart. They will add their information on the chart and compare and contrast the different Montana Indian tribes. (Display the chart in the classroom.)

Example:

Tribe	Type of Home	Type of family group	Cultural beliefs	Ceremonies & Customs	Language	Original Location	Montana Location

Drawing of Reservation Flags or Symbols, or a mapped outline of the reservation: From an example of the reservation symbol, the students will draw a large copy of the symbol on poster board. (Some of the map symbols or flags were not available on line. The tribes may need to be contacted. One map has most of them pictured but they are hard to see. Students might find another symbol that is of great importance to this tribe.) This art work will be displayed along with the retrieval chart. (The teacher may want the students to draw a map of the reservation.)

Assessment: Students will present the information that they researched and show it on the retrieval chart. They will also show the location of the reservation and tribe on the Montana map. They will show their drawings of their tribe's flag or seal and explain it to the best of their knowledge. After all of the students have presented their information, the students will have a brief discussion about what they learned about the different Montana tribes from the retrieval chart, the flags or symbols and other sources.