

Montana Small Schools Alliance
HONORING MONTANA'S FIRST PEOPLES

UNIT: The History and Impact of Federal Policies on the Peoples of the Fort Belknap Reservation

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SCHOOL AND COUNTY: King Colony School in Fergus County

GRADE LEVEL: 1-8

INDIAN RESERVATION REFERENCED: Fort Belknap

SUBJECT AREA: Social Studies and Mathematics

OBJECTIVE: Students will show their knowledge of Assiniboine and Gros Ventre Tribes and how the tribes came to live in Montana on the Fort Belknap Reservation. Students will create a timeline of the history of the tribes and learn about the tribes' natural resources and economy.

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: 1.

Social Studies Standard Three: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions). Benchmarks: 1, 3, 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: 2, 6, 7.

Social Studies Standard Five: Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption. Benchmark: 2.

Math Standard Five: Students demonstrate understanding of measurable attributes and an ability to use measurement processes. Benchmark: 2.

ESSENTIAL UNDERSTANDINGS ABOUT MONTANA INDIANS:

Essential Understanding #5: There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods: Examples: Colonization Period, Treaty Period, Allotment Period, Boarding School Period, Tribal Reorganization, Termination, and Self-determination.

Essential Understanding #6: History is a story and most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.

RESOURCES USED:

- Montana's Indians Yesterday and Today by William L. Bryan, Jr.
- Thematic Approach Curriculum of the Assiniboine/ Gros Ventre from Hay/Lodge Pole Schools
- Fort Belknap Indian Community Official Website at
<http://www.fortbelknapnations-nsn.gov/>
<http://www.fortbelknapnations-nsn.gov/Assiniboine.htm>
<http://www.fortbelknapnations-nsn.gov/grosvent.htm>
- Facts for Kids: Gros Ventre Indians at
http://geocities.com/bigorrin/gros_kids.htm

MATERIALS:

- Website:
<http://www.his.state.mt.us/education/studentguide/MontanaTimeline.asp>
- Assiniboine and Gros Ventre Chart*
- Maps of Treaty of 1851 and Treaty of 1855*
- Maps of Acts of April 15, 1874 and May 1, 1888*
- Map of Act of June 10, 1896*
- Montana Word Search*

*included in this unit

Materials: journal paper, maps, comparison chart and puzzle

Day 1: Time Line (See attached sample page for Montana Historical Society website)

Website:

<http://www.his.state.mt.us/education/studentguide/MontanaTimeline.asp>

- Have students get out a piece of paper to journal thoughts down on.
- Journal Topic:** What is a time line? What is a time line used for?
- Go around the class and see how the students answered these questions.
- Together create a time line of events that happened this school year. Talk about how to decide if events are important and should be included on the time line. Also look at distance between lines on the time line. Discuss why lines are put apart at different distances and how to decide the distance between lines.
- Students brainstorm important events in Montana history since Europeans have entered North America, especially events that have affected the Americans Indians in Montana.
- Create a living time line using students as the lines that represent events that students had just brainstormed. Make sure students think of the time frame to space themselves out. When done look at where they placed most of the events.

Homework: Students will create a time line of their life. Grades 1-2 a pictorial time line and Grades 3-8 a written time line.

Montana Timeline

80,000,000-60,000,000 B.C.	Dinosaurs die off in Montana.
2,000,000-20,000 B.C.	Series of glacial ice sheets cover portions of Montana.
15,000-13,000 B.C.	Asiatic people migrate over land bridge to Montana.
8,000-6,500 B.C.	Prehistoric people develop communal hunting techniques in Montana.
6,500 B.C.-1,500 A.D.	Prehistoric people populate all areas of Montana.
1500	Europeans reach North America and begin to displace native people.
1680	Montana natives acquire the horse.
1720	Montana natives acquire the gun.
1805-1806	Lewis and Clark Expedition crosses and recrosses Montana.
1807	Manuel Lisa builds first fur fort in Montana on the Yellowstone River.
1828	Fort Union, an American Fur Company post, is built at the mouth of the Yellowstone River.
1841	Father Pierre Jean de Smet establishes St. Mary's Mission in the Bitterroot Valley.
1853	Johnny Grant starts the first beef herd in the Deer Lodge Valley.
1857	First sheep ranching begins in the Bitterroot Valley.

Day 2: Fort Belknap Reservation History

-Create a K-W-L model as a class on the board about Gros Ventre, Assiniboine, and the Fort Belknap Reservation.

-Journal Topic: How did your family come to live in Montana?

History:

Assiniboine: Northern most group of seven divisions of Yanktonai Sioux Split and moved to Lake of the Woods and Lake Nipigon of Canada. They allied with the Cree and moved westward slowly. Again they divided with part moving up the Missouri River.

Gros Ventre: They are thought to be part of the Algonquin speaking Arapaho and Cheyenne. They split from the Arapaho and moved until eventually they were with the Blackfeet in North Central Montana and Southern Canada.

-Journal Topic: What diseases do we worry about today? Why? How can we protect ourselves?

History:

Assiniboine: Smallpox in 1838 took 1200 families down to 400
Gros Ventre: The population was hurt in 1829, but by 1838 they'd build up an immunity so they weren't as greatly affected. In 1888 there were 964 members by 1900 only 576 members were left.

Treaties of 1851, 1855, 1874, 1888, and 1896

-Journal Topic: What is the size of the land where you live (acres, sq. ft.)? How many people live on that piece of land with you? How do you get your food, clothing, shelter, water, etc.?

Using the maps from Thematic Approach Curriculum of the Assiniboine/ Gros Ventre measure and record the size of land change between each treaty up to present-day size.

Treaty information history:

1851: September 17th at Fort Laramie

Gros Ventre of Fort Belknap were considered part of the Blackfeet Nation. The Assiniboine were treated separately. The articles stated there would be peace between tribes. The U.S. government would have certain rights in the territories, such as building roads, military, and other posts. The boundaries were set for each tribe. There was an amount of money set for treaty agreements.

1855: October 17th

The treaty explained common hunting grounds and the territory for the Blackfoot nation. The Assiniboine were to have the right of hunting in common with Blackfoot nation.

1874: April 15th

This was an Act of Congress redistributing the boundaries for the Blackfoot, Gros Ventre, Piegan, Blood, and River Crow. Tribes were to give up claim on the land between the Musselshell and Missouri Rivers.

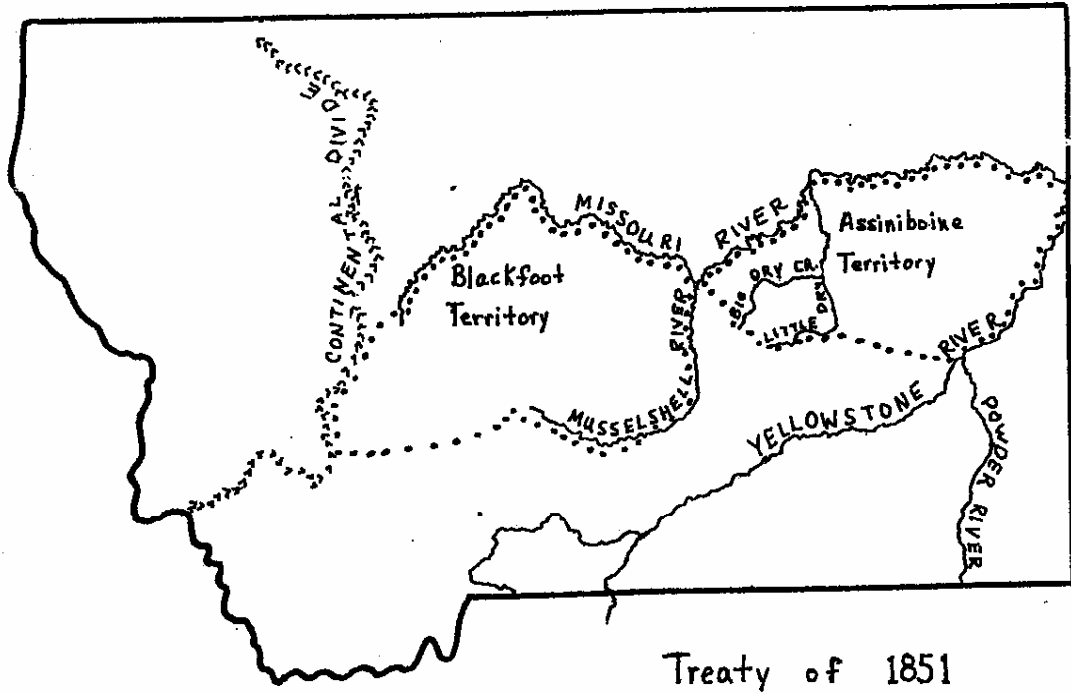
1888: May 1st

This act put different tribes on different reservations. The Gros Ventre and Assiniboine were to receive rations at the Fort Belknap Agency and assigned to the Fort Belknap Reservation.

1896: June 10th

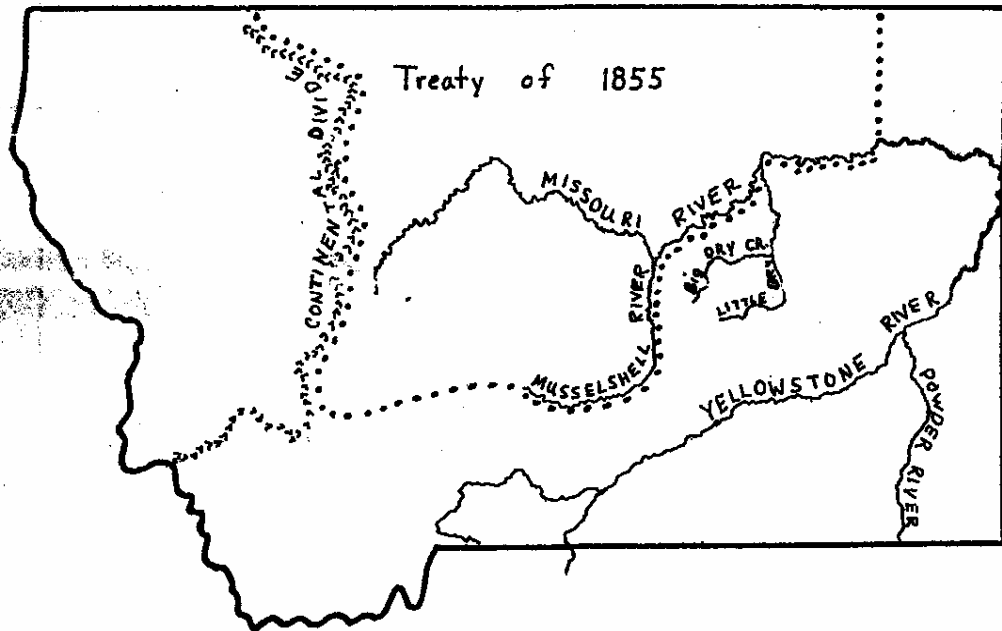
The Fort Belknap Reservation tribes were coerced into giving up a portion of their reservation located in the Little Rockies area where gold had been found.

Homework: Create a family tree.



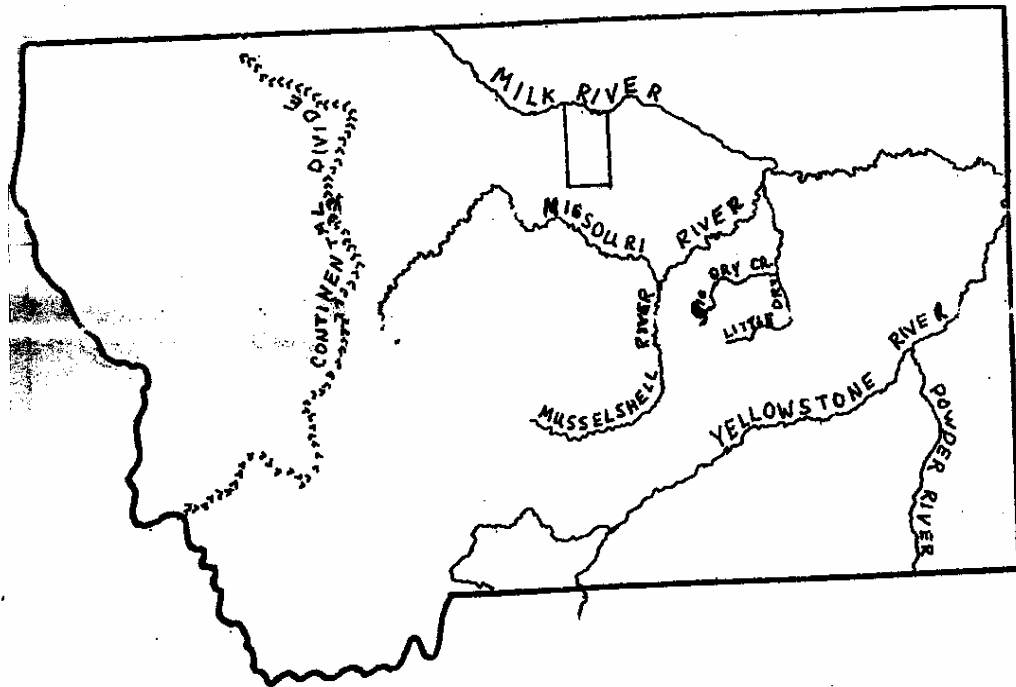
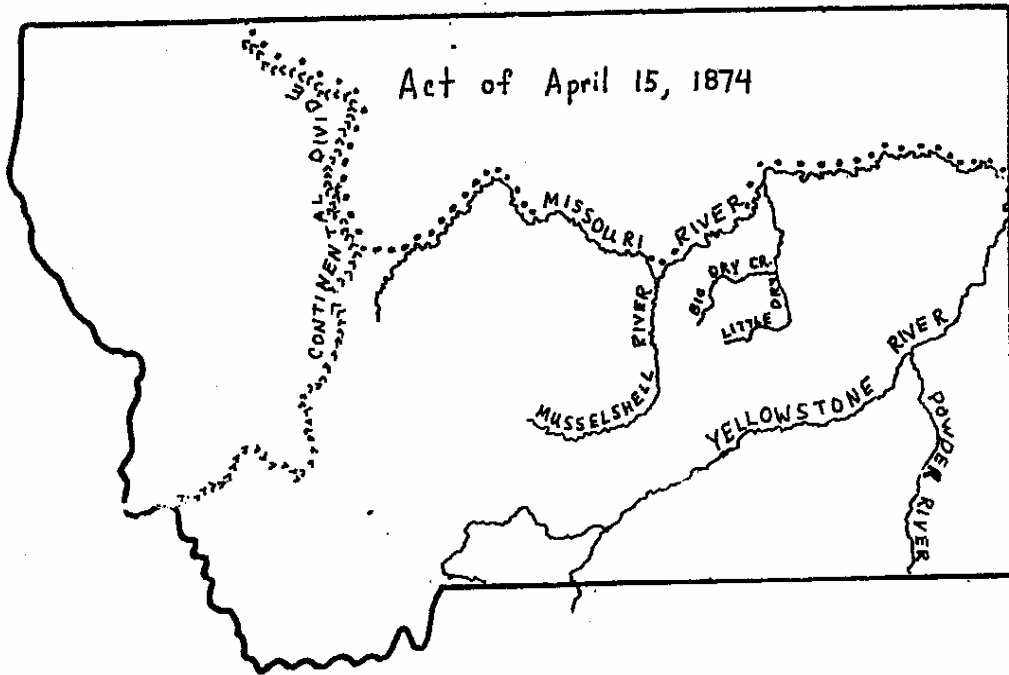
Treaty of 1851

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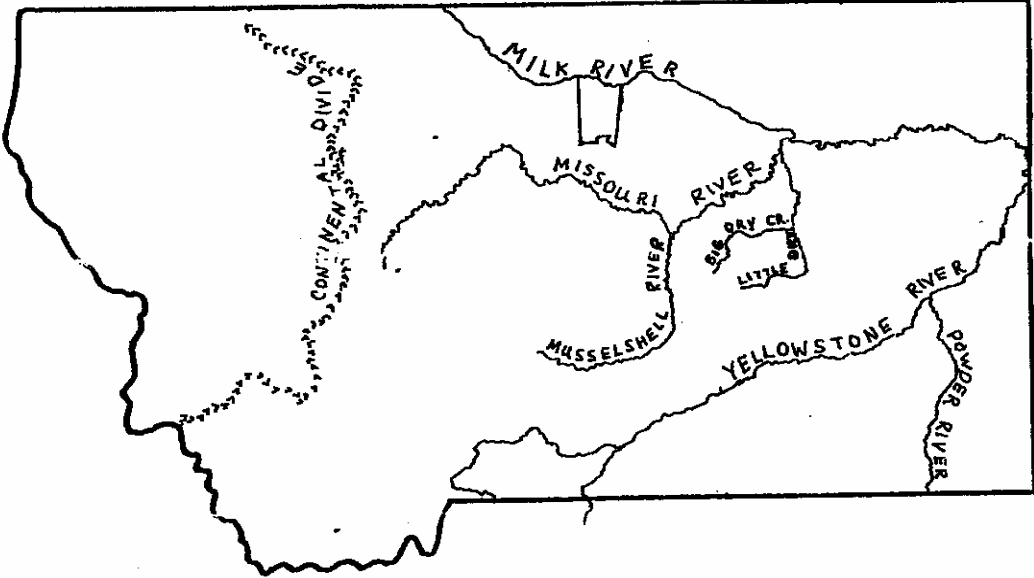


Treaty of 1855

maps from Thematic Approach Curriculum of the Assiniboiné/Gras Ventre



Act of May 1, 1888



Act of June 10, 1896

Day 3: **Heritage, Economy, Natural Resources**

-Journal Topic: What is your heritage? How much/many nationalities are in your blood?

Fort Belknap Reservation Information:

4,921 tribal members live on or near the reservation today. What is a recognized member? To be considered a recognized member by the federal government a person must be at least $\frac{1}{4}$ of one tribe or $\frac{1}{8}$ of more than one tribe that totals at least $\frac{1}{4}$. To be enrolled by the tribal government at Fort Belknap a person needs to be only $\frac{1}{8}$ of a tribe or a combination of tribes.

-Journal Topic: What is an economy? What does your family do to make money? What are jobs in Montana?

Fort Belknap Reservation Information:

The Fort Belknap reservation has very few natural resources. There is wheat and barley grown on the reservation, but very little money comes back to the tribe and members since most of the land has been leased out to non-Indians. There are two part-time saw mills operating, but the reservation is so far away from commercial markets not much money is made this way. No minerals of significant value have been found on the reservation except from the land taken away from the reservation by the Treaty of 1896.

Class Project: In groups create a size, population, recreation, family life, economy chart. Compare the lives of the Gros Ventre and Assiniboine Tribes pre-1851 to today and the students' lives.

Assiniboine and Gros Ventre

	Pre-1851	Today	Your life/home
Size of land			
Population			
Recreation			
Natural resources			
Economy			
Family life			

Day 4: **Wrap Up**

-Look and compare charts filled in by groups. What did each group come up with for pre-1851, today, and the students' lives?

-Do the **word search**. Talk about the words that are found in the puzzle and what the words have to do with the Fort Belknap Reservation. If the puzzle is done right the unused letter in the first and second line spell out Fort Belknap. Students seem to find this fairly easily. Younger students may want to pair up with older students to do the word search.

Assessment: Students will end this unit by writing a paper on what they learned about the Fort Belknap Reservation.

Montana

E S O R G S F O R T B E L K D
 N N A P R W E A A O L N H Q I
 E Q I U L S J C E A T V D R S
 W R P O P I H S R E B M E M E
 N U T J B A V U L U I J D G A
 A T B N U A T W E A O C S B S
 X I F C E A N F F E R S I S E
 B U L Y N V E I Q O L E E J S
 N O I T A V R E S E R R N R S
 W P V Z H T X M S S G E N I D
 J R F W A I R O Z N A D S D M
 P T S U L W O E O A S I S T L
 D E Y O U O A C A T A S K P S
 H E C O N O M Y Y T I R F A R
 I M V U T F Z O U C Y K E P D

ASSINABOINE
 ECONOMY
 MEMBERSHIP
 RESERVATION
 VENTRE

CONGRESS
 FOREST
 MINERALS
 RESOURCES

DISEASES
 GROS
 NATURAL
 TREATY

13 of 13 words were placed into the puzzle.