

Montana Small Schools Alliance
HONORING MONTANA'S FIRST PEOPLES

UNIT: Salish Language

AUTHOR: Traci Manseau

SCHOOL AND COUNTY: Deerfield Colony School in Fergus County

GRADE LEVEL: 3-6

INDIAN RESERVATION REFERENCED: Flathead

SUBJECT AREAS: Reading, Language

LESSON DESCRIPTION: Students will learn about the Salish language.

CONTENT STANDARDS ADDRESSED:

Speaking and Listening Standard 4: Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening. Benchmark 2

Social Studies Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. Benchmark 2

World Languages Standard 6: Students acquire information and perspectives through authentic materials in world languages and within cultures. Benchmark 1

Reading/Literature 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. Benchmark 2

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.

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 Fort Belknap and the Flathead Reservations. Teachers should use the Fort Belknap units 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.

BACKGROUND KNOWLEDGE:

Students will have an understanding of the Native American language from studying the Assiniboine and Gros Ventre tribes.

OBJECTIVES:

Students will recall information from a previous lesson. Students will examine the Salish language. Students will compare two different ways of life.

CLASSROOM ACTIVITIES:

Students will research the Salish language using resources available to the classroom. Students will listen to CD- “Introduction to the Salish Language: Series 1- Part 1” to gain an understanding of the language. Students will work on the Salish alphabet and do some of the pronunciation drills out of Book 1.

Students will construct two posters about the changing seasons. As a class, we will discuss the seasons and what activities are done for their families and their way of life. Then we will discuss the seasonal activities of the tribes. Teacher will make a list of the two on the board to be compared. Teacher will distribute page of “Changing Seasons” developed by CSK tribes to the students. One of their posters will be about their life and what they do in each season. The second poster will be of the activities of the tribes during the changing seasons. On this poster the students will try to write the activities by using the Salish language that they have learned. Students will display their posters side-by-side to compare the two. Students will try to read each poster. After activities are completed, the class will come back together and discuss the similarities and differences of each, discovering that we are all the same in a lot of ways. Students will be able to go to www.cskt.org and look for the “Changing Seasons” page. Students will be able to click on each season and listen about what is done during that time.

ASSESSMENT:

Students will be assessed on their participation of the language drills. They will be assessed on their neatness and completion of the posters and by their participation in the group discussions.