



Model Lesson Plan

Social Studies

Grade 5

Topic 10 - Heroes, Elders, Historic Figures, Contemporary Tribal Leaders

Stage 1 - Desired Results

Established Goals:

- Identify and research leaders from various levels (e.g., tribal, local, state, federal, and branches of government); these may include not just official government leaders, but also Elders revered for various types of knowledge, community leaders, etc. [GLE 5.2.4]
- Apply inquiry process steps to locate resources, gather and synthesize information, create a biography and evaluate the biography. [GLE 5.1.1.]

Understandings:

- Students can explain the significance of knowledge held by certain Elders.
- Students can explain that being an “Elder” may not be related to age.
- Students can explain why a person is significant in history, or why the person is regarded as a contemporary tribal leader.

Essential Questions:

- Who is regarded as a famous Elder (or historic figure, or contemporary leader) for this tribe?
- Why has this person been identified as an Elder (or famous historic figure, or contemporary leader)?
- What should we know about this person (who, what, when where, why)?
- Where can we find information about these Elders, historic figures, and contemporary tribal leaders?

Students will be able to...

- Students know about certain Elders, tribal leaders, and famous historic figures from the 12 MT tribes. They can name these people, and tell why they are revered.

Stage 2 - Assessment Evidence

Performance Tasks:

- Students research famous elders, historic figures, contemporary tribal leaders (such as those in positions of responsibility on a Tribal Council). The goal (per student) is to know about at least one such person from every tribe in Montana.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need the list of Elders, Historic Figures, and Contemporary Tribal Leaders; they should place their copy in their notebook for future reference. During the year, each student will research at least one person from each tribe.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their research processes.
- E= Teachers and (sometimes) the Librarian guide the research activities. Students should research in order to know the who, what, when where, why about the person they are researching.
- R= Students take their own notes, and discuss what they have learned with one other student, or within a group of four students; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings. A “mini-Telling” to others (before writing) helps organize thoughts for writing. Those listening need to listen carefully for the Who, What, When, Where, Why, and provide feedback that will help the writer to write a good biography of the person researched. This is a first good step in providing appropriate peer response.
- E= Students evaluate their work using the Biography Rubric. Students should retain their notes as a part of their work efforts on this assignment. Student notes should be attached behind their final draft, and should be graded as a part of the assignment. Students share their written biographies with one another in small groups.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform their research about Elders, famous tribal members and leaders, based on their different needs and abilities.
- O= Students will complete the activities in about two-three class periods (about 50 minutes each); this should keep student engagement and learning high.



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Vocabulary/Concepts:

- New: Elders, Tribal government leaders

Teacher Background

- Utilize the list of Elders, historic figures and contemporary tribal leaders to aid your class in the identification of people to research. Remember that this list is constantly being updated (names added) at the OPI Indian Studies Website— you will find the list there.
- Give this list to your librarian ASAP so that he/she can begin to gather information and possible websites for students to search.
- Students write 1-2 paragraph biographies (they should not just copy the information they find); they perform peer responses on one another's papers, as a means to help the writer add information/improve the written biography.

- Heroes / Contemporary Leaders
- Names submitted by MACIE members
- **Apsáalooke (Crow)**
 -
 - Medicine Crow
 - Plenty Coups
 - Pretty Eagle
 - Sore Belly
 - Whiteman-Runs-Him
 - Goes Ahead
 - Hairy Moccasin
 - Curly
 - Dr. Joseph Medicine Crow
 - Dr. Barney Old Coyote
 - Dr. Janine Pease
 - Mr. Carl Venne
 - Mr. Robert Yellowtail
 -
- **Blackfeet**
 -
- **Northern Cheyenne**
 -
- **Fort Belknap – Assiniboine and Gros Ventre**
 -
- **Flathead – Salish, Kootenai, Pend d' Oreille**
 -
- **Fort Peck – Assiniboine and Sioux**
 -
 - Robert Four Star (Assiniboine)
 - Ronnie Dumont (Assiniboine)
 - Carl Four Star (Assiniboine)
 - Caleb Shields (Sioux)
 - Shep Ferguson (Sioux)
 - Pearl Nation (Sioux)
 - Victor Four Star (Assiniboine)
 - Joe Miller (Assiniboine)



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- Dallas Four Star (Assiniboine)
- Mercy White Bear (Sioux)
- Donald White Bear (Three Affiliated Tribes)
-
- **Little Shell Chippewa**
-
- Traditional
- Little Shell Chiefs
 - Little Shell I
 - Little Shell II
 - Little Shell III
- Red Thunder
- Rising Sun
- Thomas Little Shell
- John Babtist Bottineau
- Louis Reil
- Gabriel Dumont
-
- Contemporary
- Joe Dussome
- Kathleen Fleury
- Don Bishop
- John “Bud” Sinclair, lives in Helena.
-
- **Chippewa - Cree Tribes**
- Dr. Robert Swan
- Ms. Margaret ‘Peggy’ Nagel
- Bert Corcoran
- John “Roddy” Sunchild
- Joe Big Knife
- Nadine Morsette
- Harold Monteau
- Charles Gopher
- Roger St. Pierre, Sr
- Dr. Nate St. Pierre
- Fine Bow
- Well Off Man
- Peter Kennewash
- Chief Goes Out
- Frank Billy
- Fred Nault
- Malcolm Mitchell