

# The Seven Indian Reservations of Montana

## Fast Facts

Curriculum Area: Social Studies

Grade Level: Grade Three

Suggested Duration: Four-five class periods of 25-30 minutes each

## Stage 1 Desired Results

### Established Goals

- (1) The civics and government content standards for third grade are that each student will:
  - (a) describe and identify the basic functions of local government, including tribal governments.
- (3) The geography content standards for third grade are that each student will:
  - (a) examine maps and other representations to identify historical and contemporary political and cultural patterns in the Americas;
  - (c) identify landforms and other physical characteristics of the Americas.
- (4) The history content standards for third grade are that each student will:
  - (a) identify tribes in Montana by their original and current names

### Understandings

- There are 12 Montana Indian tribes. They are Crow, Northern Cheyenne, Sioux, Gros Ventre, Assiniboine, Chippewa, Cree, Blackfeet, Salish, Kootenai, Pend d'Oreille, and Little Shell Chippewa. (EU1)
- There are seven Indian reservations in Montana; Crow, Northern Cheyenne, Fort Peck, Fort Belknap, Rocky Boy's, Blackfeet, Flathead. (EU4)
- The Little Shell Chippewa do not have a reservation.

### Essential Questions

- What are reservations? How many are there in Montana? What are their names? Where are the located?
- What are Indian tribes? Where are they located?
- How do tribal governments help the people who live on the reservations?
- Why is it important to understand reservations and their governments?
- How does my culture shape me? How could it shape tribal government?

### Students will be able to...

- locate and name the seven reservations of Montana and their capitals.
- tell why reservations have governments and what the governments do for their people.



- define new vocabulary words and use them in discussions.

### Students will know...

- locations and functions of the seven reservation tribal governments. Also give the location and function of the Little Shell government.

### Stage 2 Assessment Evidence

#### Performance Tasks

1. Each student produces a map which shows the seven Indian reservations and their capitals. Indicators of quality for the proficient level include informative title of map which allows the reader to determine the map's purpose, neat handwriting, all words spelled correctly, and all reservations and capitals accurately represented.
2. Each student keeps a notebook of the new words learned, with definitions and ideas about each word. Indicators of quality for the proficient level include all new vocabulary words are carefully defined, and sometimes a sentence is written to indicate the student knows how to use the word correctly in context; the notebook is easy to read; and the student uses the vocabulary words to review, at intervals decided by the teacher.
3. Each student knows the quality indicators required to be at the proficient level for the map and the notebook assignments (see rubrics in *The Reservations: Learning About Many Montana Indian Cultures*, Grade 3).

### Stage 3 Learning Plan

#### Learning Activities:

##### Kids with Questions?

At this point in their study, students should be able to use their reservation maps to identify the closest tribal government, contact that tribal chairperson, or a local tribal member, and invite that person to the classroom for a discussion of tribal government, operations, policies, and responsibilities. Students should also contact the mayor/county commissioner of their community and invite that person to the classroom to discuss city/county government. This special occasion can be done with multiple or individual classrooms. Invite both individuals for the same class session if possible. This will provide the students an excellent opportunity to compare and contrast following the visit.

The essential component of this activity is student preparation. Make certain the essential questions are integrated into all parts of this activity.

Students should extensively discuss what they want to know using the inquiry process, prior to the government discussion.

Prior to the visit, questions and follow up questions should be recorded/written and divided up among students, so each student has a question or follow up question. Development of this inquiry will require not only the use of the inquiry process, but also advance anticipation of answers guest speakers might give (teacher help definitely needed for this component).

Ask students if they have seen reporter's question local leaders or the President of the United States on television. Try to configure this session so the same setting is simulated.

Students, teachers, and guest speakers should have great fun working together to enhance understanding of both government functions. How are these governments alike, and how they are different?

Following the guest speaker forum, students should individually or in small groups write to both speakers, citing one piece of information the speaker explained in a way that increased student understanding. They should also thank the speaker for coming to their class.

A synopsis of this enjoyable event should be recorded in student notebooks (follow-up activity). This can be completed individually or in small groups.

Expansion of activity: If time, have students make refreshments; if familiar with guest speakers, have a few "stump the speaker" questions!

### [Vocabulary](#)

government, leaders, reservation, tribal capital

Assiniboine (Nakoda), Blackfeet (Southern Piegan), Chippewa, Cree (Chippewa-Cree), Crow (Apsáalooke), Flathead, Fort Belknap, Fort Peck, Gros Ventre (White Clay), Kootenai (Ksanka), Little Shell Chippewa, Northern Cheyenne, Pend d'Oreille (Qlispe), Rocky Boy's, Salish (Séliš), Sioux (Dakota and Lakota)

### [Resources needed](#)

Montana wall map, suitable for instruction.

Montana road maps (or another map which shows the reservations and can easily be seen by a student as he/she makes own map).

Blank Montana student maps, suitable for third graders.

### [Additional Resources](#)

Names of Reservations, names of the 12 Montana Indian tribes as identified in [Essential Understandings Regarding Montana Indians](#) (2019)

Indicators of Quality—make an overhead, or supply one to each student (in [The Reservations: Learning About Many Montana Indian Cultures](#), Grade 3). The Map Indicators of Quality can be modified to meet classroom needs. An even better rubric would be one designed by the teacher and students.

Continue to integrate Social Studies Grade Three government and community information with this lesson.

Materials on the seven reservations, information on tribes may be found in the Office of Public Instruction publication, [Montana Indians: Their History and Location](#).

### [Teacher Notes](#)

This lesson incorporates major building blocks of knowledge. Students will locate and name the seven Indian reservations in Montana, and they will also continue their introduction to the 12 tribes and their

locations in Montana. All grade 3 students should be briefly introduced to the names of all 12 tribes, although they are not held accountable to name all the tribes at this grade level.

Advance notice: students should be able to name all of these by the end of grade 4. Grade 4 spends time on each tribe.