

# Chief Little Shell

## Lesson 1

### Guiding Questions for the Lesson

- How can we define “traditional leadership” in terms of the Chippewa people?
- What are significant achievements of each Chief Little Shell?

### Standards

#### Essential Understandings Regarding Montana Indians

EU 2 Just as there is great diversity among tribal nations, there is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. There is no generic American Indian.

EU 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 histories, which are as valid as written histories. These histories predate the “discovery” of North America.

EU 4 Though there have been tribal peoples living successfully on the North American lands for millennia, reservations are lands that have been reserved by or for tribes for their exclusive use as permanent homelands. Some were created through treaties while others were created by statutes and executive orders. The principle that land should be acquired from tribes only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers; II Indian tribes had some form of transferable title to the land; III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists or states.

EU 5 There were many federal policies put into place throughout American history that have affected Indian people in the past and continue to shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:

- Colonization/Colonial Period (1492 - 1800s),
- Treaty-Making and Removal Period (1778 – 1871),
- Reservation Period - Allotment and Assimilation (1887 – 1934),
- Tribal Reorganization Period (1934 – 1953),
- Termination and Relocation Period (1953 – 1968),
- Self-Determination Period (1975 - Present).

EU 7 American Indian tribal nations are inherent sovereign nations and they possess sovereign powers, separate and independent from the federal and state governments. However, under the American legal system, the extent and breadth of self-governing powers are not the same for each tribe.

### Social Studies Standards

SS.CG.6-8.1 Explain a variety of forms of government from the past or present.



SS.H.6-8.1 Explore complex civilizations and identify elements of change and continuity across historical eras in Montana, the Americas, and world history.

SS.H.6-8.2 Analyze how the historical events relate to one another and are shaped by historical context, including societies in the Americas.

SS.H.6-8.3 Analyze how, since European contact, historical events and policies have mutually impacted American Indian and European societies.

## Materials

[“The Leaders”](#) page, Turtle Mountain Chippewa Heritage Center.

Fraya Model Form (Appendix A)

## Length

One class period

## Key Vocabulary

cede	colonial	concession	encroachment	hereditary
petition	principle	protocol	stipulation	cede

## Steps

### Step One

Use a Frayer model to help students learn key vocabulary for this section. Instructions, a rationale, and a sample Frayer model are in the appendix to this lesson. Make sure students investigate their word or pair of words (not the whole list) and then share with the group so everyone has access to all the words.

Once students have shared their words and posted their Frayer models on the wall so students can refer to them, move to the reading.

### Step Two

Provide each student a hard copy of the whole “The Leaders” page. (You will need to expand each subsection at the bottom and paste them into a new document with a darker font color or direct them to the webpage via the link.)

Depending on your class, you may choose to read the first section, including “The Little Shell Dynasty” aloud, have students read aloud in chunks, ask them to read in small groups, read silently, or whatever works for them. As they come to a word represented on any of the Frayer models, they should review the meaning and use it to help make sense of the material.

At the end of the first section, conduct a comprehension check. Did students understand what they read? Do they have questions? Check understanding of vocabulary too: hereditary, principle, and protocol are in that section.

## Step Three

Students read about the four Little Shell leaders. You can easily break these into group work and have each group report out or use these to reinforce a note-taking skill you have been working on. The rest of the vocabulary words are scattered throughout the four remaining subsections. The final subsection on AYABE-WAY-WE-TUNG: LITTLE SHELL III is perhaps the most important, as he played a crucial role in the way events unfolded for the tribe. Consider saving that for a group read to ensure understanding.

You can also choose to assign the remaining three sections to groups, though there may be some confusion over “Half-Breed” – the previous Métis lesson could be invoked here to clear up the meaning of that term.

## Assessment

Return to the two guiding questions for the unit. Ask students to respond to these, either in writing or verbally. OR

Ask students to choose one of the four Little Shell chiefs and write a single sentence describing his accomplishments, using at least three vocabulary words.

## Extension Options

Assign students to learn about other types of leadership in world civilizations, including matriarchies. You could select some resources for them to peruse or create a brief research project.

Provide students with options to investigate similar words or concepts to those in the vocabulary list for this lesson. Can they find antonyms, further examples, or connect the words to each other in any sort of logical diagram?

## Appendix A – Frayer Model

A **Frayer model** provides students with a way to go deep into a word. You would not assign a student to complete one of these for every word in a list – one or two at the most. The idea is depth, not breadth, then sharing with one another.

The word you assign the student goes in the center, so when you make your form, do not write anything inside that oval!

You can organize the Frayer model any way you choose, and feel free to change the headings. For example, you might keep these headings but put “definition” in the bottom right corner in order to discourage students from using a dictionary right away. You could ask students to draw a picture of the concept in one of the boxes. You could ask students to use it in an original sentence. It works for big idea words like “hereditary” and specific vocabulary such as “chloroplast.” Encourage students to write legibly and large so they are readable when posted on the wall.

### Frayer Model

<b>Definition in your own words</b>	<b>Facts/characteristics</b>
<b>Examples</b>	<b>Nonexamples</b>

**Word**