

Anishinaabe

Lesson 1

Guiding Question for the Lesson

- Who are the Little Shell Tribe of Chippewa Indians?

Standards

Essential Understandings Regarding Montana Indians

EU 1 There is great diversity among the twelve sovereign tribes of Montana in their languages, cultures, histories, and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.

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 6 History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from American Indian perspectives frequently conflicts with the stories mainstream historians tell.

Social Studies Standards

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

SS.CG.6-8.5 Identify events and leaders that ensure that key United States principles of equality and civil rights are applied to various groups, including American Indians.

SS.G.6-8.3 Analyze maps and charts from a specific time period to understand an issue or event.

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



Materials

[“Who are the Little Shell Tribe of Chippewa Indians?”](#) (14 minutes), Montana office of Public Instruction Indian Education for All Unit, 2023.

Length

One class period

Steps

Step One

Ask students what they think it means to be part of a tribe. This question could generate some interesting discussion, particularly depending on the makeup of your class, your proximity to a reservation, and so on. Tread mindfully but seek to activate prior knowledge.

Step Two

The video “Who are the Little Shell Tribe of Chippewa Indians?” was created specifically for this unit and includes student response prompts and guiding questions for each short section. It is about 15 minutes long, not including any time you might take to allow students to respond to the questions. The questions are not repeated after each section, so they are included below as a guide for you. You might choose to ask students to respond to them verbally as a group, have students respond in writing, or some combination. Videos should be presented with opportunities for engagement, so this is built in.

This video is a summary of the full unit. When you have completed the teaching of this unit, your students should be able to answer the questions from the video without the video contents to assist them.

Questions from each segment:

Segment 1: Who are the Anishinaabe and who are they related to?
What does “Anishinaabe” mean?

Segment 2: Where on this continent did the Anishinaabe originate?
What was one main reason they migrated west?

Segment 3: How were Pembina Chippewa people related to, and different from, other Anishinaabe people?

Segment 4: Who were (are) the Métis people?

Segment 5: What does LaTray say about the ways people are divided up?
How are they divided?

Segment 6: What is important to know about the Dakota War of 1862?
What kind of environment did the Dakota War create for the Treaty of Old Crossing negotiations?

Segment 7: Little Shell II signed the initial version of the Treaty of Old Crossing. Why didn’t he sign the Treaty of Old Crossing when it was returned from Washington DC?

- Segment 8:** Why did Little Shell III feel like he needed to negotiate with the United States for a reservation for the Pembina Chippewa?
Why is it called the Turtle Mountain reservation instead of Pembina?
- Segment 9:** Why do you think the US government **disenrolled** Little Shell III when he refused to sign the McCumber Agreement?
- Segment 10:** What does a tribe have to do in order to become federally recognized, if they did not have a treaty with the US government?
- Segment 11:** What efforts did the Little Shell people make in order to earn federal recognition?

Assessment

Return to the initial question you asked, “What does it mean to be part of a tribe?” Ask students to elaborate on this response in writing, using details from what they learned during the day’s lesson.

Extension Options

An extension idea is to take time to address the social studies standards: **SS.CG.6-8.1** *explain a variety of forms of government from the past or present*; **SS.CG.6-8.5** *identify events and leaders that ensure that key United States principles of equality and civil rights are applied to various groups, including American Indians* (the lack of, once the video reaches the part where Little Shell III was excluded from the negotiations) and **SS.G.6-8.3** *analyze maps and charts from a specific time period to understand an issue or event*, although maps are part of a future lesson in this unit.