

# Differences Among Montana Tribes: Cultures, Traditions, Government

## Fast Facts

Curriculum Area: Social Studies  
Grade Level: Grade Four  
Suggested Duration: 2-3 days.

## Stage 1 Desired Results

### Established Goals

#### Social Studies Content Standards

The civics and government content standards for fourth grade are that each student will:  
(d) define sovereignty for tribes in Montana.

The geography content standards for fourth grade are that each student will:  
(b) identify and label the tribes in Montana and their Indigenous territories, and current locations.

The history content standards for fourth grade are that each student will:  
(a) understand tribes in Montana have their own unique histories.

**IEFA Essential Understanding 1** There is a 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.

### Understandings

- All twelve Montana tribes have similarities.
- All twelve Montana tribes have differences.

### Essential Questions

- What are tribes?
- What is a reservation?
- Which Montana tribe does not have a reservation? Where are they located?

### Students will be able to...

- define tribe, culture, reservation.
- conduct research to learn about distinct tribal cultures.
- compare and contrast tribal characteristics.

### Students will know...

- similarities and differences among the cultures and histories of the twelve Montana tribes.



Indian Education for All Unit

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## Stage 2 Assessment Evidence

### Performance Tasks

1. Students will create project(s) that includes characteristics of a Montana tribe.
2. Students will present their project(s).
3. Students will compare and contrast characteristics of at least two Montana tribes.

## Stage 3 Learning Plan

### Learning Activities

Begin the class by reviewing what the tribes call themselves in their own languages. Knowing tribal names is a third grade Social Studies standard, and this activity will reinforce prior learning. Utilize the sample test provided in this lesson and see how well students can recall what they have previously learned. Share the correct answers and have students correct their own papers. Did anyone get a 100 percent on the test?

Have the class review the location of reservations and utilize the Map of Montana with Reservations Unlabeled – How many students can correctly label the map?

Ask students to define the words culture, reservation, and tribe. Display the definitions and facilitate a brief class discussion.

- Culture

The customary beliefs, social forms, and material traits of a racial, religious, or social group. Also, the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time.

- Reservation

Something reserved, such as a tract of public land set aside (such as for use by American Indians). [\[Meriam-Webster\]](#)

The act of keeping back, withholding, or setting apart. [\[dictionary.com\]](#)

Note: This definition contains subtle bias in that the land tribes reserved was land they owned themselves, not given to them. [EU4]

- Tribe

A social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, and typically having a recognized leader.

Inform students they will work together in teams of two or more to research and create a project on a Montana American Indian tribe. The tribe and topics to be researched should be assigned to students to ensure coverage of all tribes, but the final product is up to them, e.g., PowerPoint, posters, art projects.

Students and teachers generate “I Can” statements that outline the information to be learned, the thinking to be accomplished, and the tasks to be completed. These are based on the lesson goals and Essential Understandings. “I Can” statements orient students to expectations, hook their interest, and structure the lesson to the key ideas and issues. Examples include:

- I can name and locate the seven reservations and eight tribal nations in Montana.
- I understand Montana reservations are home to sovereign tribal nations.
- I understand the Little Shell Chippewa is a sovereign nation without a reservation.
- I can research and interpret information about a tribe (a tribal nation’s government, geography, cultural traditions, population, and history) to better my own understanding.
- I can reflect on my prior knowledge regarding American Indian tribes and demonstrate how this activity increased my understandings.

Allow student groups adequate time to conduct research and prepare their presentation. Groups will present projects to each other and then compare the tribe they researched with another tribe. Students may take the projects “on the road” and present them to other classrooms.

### Resources Needed

[Map of Montana with Reservations Unlabeled](#)

[Map of Montana with Reservations](#)

[Map of Tribal Territories in Montana](#)

### Background Information

- To save classroom time consider using the following websites to put together research packets for each tribe that include relevant information to help guide student research.
  - ❖ [Essential Understandings Regarding Montana Indians](#)
  - ❖ [Montana Indians Their History and Location.](#)
  - ❖ [Montana Governor's Office of Indian Affairs](#) Here you can find fast facts on the tribes, reservations, and their economy, and tribal councils.
  - ❖ [Montana Explore Indian Country](#) – Montana Department of Commerce Office of Tourism
- Quiz Answers for Montana tribal names
  - ❖ Assiniboine (Nakoda and Nakona)
  - ❖ Blackfeet (Pikuni)
  - ❖ Chippewa (Anishinabe)
  - ❖ Cree (Ne-i-yah-wahk)

- ❖ Crow (Apsáalooke)
- ❖ Gros Ventre (Aaniiihnen)
- ❖ Kootenai (Ksanka/Ktunaxa)
- ❖ Little Shell Tribe of Chippewa Indians of Montana (Annishinabe/Métis)
- ❖ Northern Cheyenne (Tsetsêhesêst'ahase/Sotaeo'ó)
- ❖ Pend d'Oreille (Qíispé)
- ❖ Salish (Séliš)
- ❖ Sioux (Dakota and Lakota)

➤ Montana reservations

- ❖ Blackfeet Indian Reservation
- ❖ Crow Indian Reservation
- ❖ Flathead Indian Reservation
- ❖ Fort Belknap Indian Reservation
- ❖ Fort Peck Indian Reservation
- ❖ Northern Cheyenne Indian Reservation
- ❖ Rocky Boy's Indian Reservation
- ❖ Little Shell Tribe of Chippewa – no reservation but tribal headquarters and landholdings in Great Falls.

Name \_\_\_\_\_

### Montana Tribal Names Test

Match the names of the tribes to what they refer to themselves in their own languages by placing the correct number in the space provided.

_____ Assiniboine	1. Pikuni
_____ Chippewa	2. Ne-i-yah-wahk
_____ Crow	3. Aaniiihnen
_____ Kootenai	4. Annishinabe / Metis
_____ Northern Cheyenne	5. Qíispé
_____ Salish	6. Dakota / Lakota
_____ Sioux	7. Nakoda / Nakona
_____ Blackfeet	8. Ksanka / Ktunaxa
_____ Cree	9. Annishinabe
_____ Little Shell Chippewa	10. Tsetséhesést'ahase/Sotaeo'o
_____ Pend d'Oreille	11. Apsáalooke
_____ Gros Ventre	12. Séliš