

Ancestral Lands and Places: The Sweetgrass Hills of Montana

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade 5
Suggested Duration: Three 50-minute class periods

Stage 1 Desired Results

Established Goals

Social Studies Content Standard 3 Benchmark 8 (1)(b) locate on a map or globe physical features . . . and human features . . . [reservations (and ancestral lands)] and explain their relationships within the ecosystem. (two tribes)

Social Studies Content Standard 4 Benchmark 8 (1)(g) summarize major issues affecting the history, culture, and current status of the American Indian tribes in Montana . . . (one tribe)

IEFA Essential Understanding 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.

IEFA Essential Understanding 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. . . .

Understandings

- Ancestral lands are lands utilized by tribes in their past, as well as today.
- Tribal beliefs connect a tribe to its reservation, ancestral lands, places of migration, and historical ranges.

Essential Questions

- What are reservations?
- What are some of the features that political maps and physical maps might both show? Why?
- How are reservations like other nations?
- Why are ancestral lands and historical range important to each Montana tribe?
- Why is the Little Shell Band of Chippewa not located on a reservation?



Indian Education for All Unit

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Students will be able to...

- identify and locate the ancestral lands of at least two Montana Indian tribes.

Stage 2 Assessment Evidence

Performance Tasks

1. On a map, identify and locate the ancestral lands of at least two Montana tribes.

Other Evidence

Notes and discussion

Stage 3 Learning Plan

Learning Activities:

Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, the Understandings, and the materials they need to complete their work. They will need student (blank) Montana maps, suitable for labeling. They will also need a wall map for discussion time and a Montana road map.

Teacher and students discuss the big ideas and Essential Questions. These Essential Questions may have more than one answer, depending on viewpoints expressed.

Teacher guides discussion and map activities, ensuring that students as a group and in discussion identify the reservation and tribal nation(s) [in this case, the tribal nations who regard the Sweetgrass Hills as a part of their historic range and ancestral lands include the Salish, Kootenai, Blackfeet, Chippewa, Cree, Gros Ventre and the Assiniboine; these tribes live on several Montana reservations].

Students make their own maps and discuss their maps with other grade five students; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings. Some students may need to complete a second map (first efforts should be lightly drawn, using pencil).

Students evaluate their work using the Map Rubric. After they have evaluated their map, each should write/tell what they have learned about the features. (this can be in a journal, or in their notes—but these should be retained by the student as a part of their work efforts on this assignment).

Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete basic map components (maybe only the tribal capitals, for example) based on their different needs and abilities.

Students will complete the map activities in two class periods (about 50 minutes each); this should keep student engagement and learning high. Discussion (Essential Questions, initially, and ensuing discussion will probably take one other class period).

Vocabulary/Concepts

ancestral lands: Lands utilized by tribes in their migrations and in their hunting/fishing, frequently referred to in their oral histories, and still connected to tribes and their cultures today. These may or may not be on reservations. For example, the Sweetgrass Hills of Montana are not a part of any reservation, but these hills are a central to the oral histories of the Salish, Kootenai, Blackfeet, Chippewa, Cree, Gros Ventre, and Assiniboine tribes of Montana.

Recommended Resources

[Essential Understandings Regarding Montana Indians](#). Helena, MT: Montana Office of Public Instruction, 2019.

[Montana Indians Their History and Location](#). Helena, MT: Montana Office of Public Instruction 2016.

Bryan, William L., Jr., *Montana's Indians, Yesterday and Today*. Photography by Michael Crummett. Helena, MT: Montana Magazine, Inc. ISBN: 0-938314-21.1

[Tribal Territories in Montana Map](#)

Blank Montana student maps

[General information regarding each reservation and the Little Shell](#). There is information on each for people, location, economy, and points of interest.