

# Effects of Fur Trapping on Tribes

## Fast Facts

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

## Stage 1 Desired Results

### Established Goals

**Social Studies Content Standard 2 Benchmark 8 (1)(d)** Analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.

**Essential Understanding 4** . . . 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: 1. 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.

### Understandings

- Indian nations in what became Montana Territory had large land bases and traditional hunting grounds prior to exploration by the British and Americans.
- While the area of present-day Montana was claimed by France, which sold the area to the United States in 1803, Indian Nations were the first people there.
- The Lewis and Clark Expedition explored the area and made maps later used by fur trappers, traders, and settlers.
- Tribal life was disrupted by trappers and traders.
- Missionaries brought another way of life, disrupting traditional ways of living, even as they brought implements and mills.

### Essential Questions

- From whose point of view is a particular timeline event?
- Why does perspective and point of view matter when you are examining a timeline?
- How and where can we use comparative timelines?
- When should comparative timelines be constructed? For what purposes?
- What were some of the results (for Montana tribes) of white exploration, fur trapping, and trading?



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### Students will be able to...

- compare perspectives of the same timeline event, specifying whose perspective is given.
- follow dual timelines to see what is occurring in different cultures in the same time period.
- make sense of what is happening to tribal culture as the result of American and British exploration, fur trapping, and trade.

### Students will know...

- how to compare timeline events to discover cultural views of an event.
- questions to ask when only one perspective seems to be given on a timeline.
- what happened to Montana tribes in the 1700-1800s as explorers, trappers, and traders entered the area.
- why laws and policies were needed to solve problems that occurred.

## Stage 2 Assessment Evidence

### Performance Tasks

1. Follow the timeline during class discussion.
2. Use the timeline and maps to identify which tribes claimed what areas of Montana prior to 1855.
3. Label a blank Montana map showing which tribes claimed what area of Montana prior to 1855.

## Stage 3 Learning Plan

### Learning Activities:

#### **E = Equip students, help them experience the key ideas and explore the issues**

Run copies of the timeline for each student, prior to introducing the lesson. Ensure that students place these timelines in their notebooks. Students will need the timeline for your overview. You may desire that they underline certain events as these are discussed.

Students are going to be reading and examining events on a dual timeline; this timeline shows events that occurred in the area later named “Montana”. One side of the timeline (Left) portrays events important to many tribes; the Right side of the timeline portrays events commonly found in history texts.

Introduce the Goals, Essential Understandings, and Essential Questions, and read the left side of the timeline with students. At each event, ask students what was going on in the United States. Was it a country yet? Had it been explored? (You may wish to add in events you see in your history text.)

This class will take more than one class period and requires the teacher’s careful direction and a student-centered discussion as events are noted.

### **E = Allow students to evaluate their work and its implications**

Introduce maps of Montana which show Indian lands prior to 1855 (for example, see pp. 18-19 from Merrill-Maker's book, *Montana People and Their Stories*.) Or, you may wish to use maps created by the [Regional Learning Project](#).

Discuss the timelines and the maps, letting students make observations, and putting those observations on the board or on large pieces of paper, visible to all.

### **T = Be tailored (personalized) to the different needs, interests, and abilities of learners**

Students who are not able to complete all of the assignment (for example, a student with an IEP) may participate with the larger group based on their different needs and abilities.

### **O = Be organized to maximize initial and sustained engagement as well as effective learning**

This particular lesson may take 2-4 days (50-minute periods), depending on students' backgrounds. Discussion and frequent active rethinking should keep student engagement and learning high.

### **Materials/Resources Needed**

Provide the background information and timeline to students and discuss these. This will take one class period or more. Timeline information was adapted from *Connecting Cultures & Classrooms* by Sandra Fox (2006), and *Montana People and Their Stories* by Andrea Merrill-Maker (2004).

Utilize maps of Montana which show tribal lands prior to (preferably) 1855. Consult with your library media specialist, and/or use resources at the Montana Office of Public Instruction Web site.

Each student will need a blank Montana map. Work should be completed in pencil.