

# Geography of Montana Indian Reservations

## Fast Facts

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

## Stage 1 Desired Results

### Established Goals

**Social Studies Standard 3 Benchmark 8 (1)(b)** Locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms) natural features (e.g., flora, fauna), and human features (e.g., cities, states, [reservations], national borders) . . . .

**Social Studies Standard 3 Benchmark 8 (1)(c)** Analyze diverse land use and explain the historical and contemporary effects of this use

**Social Studies Standard 6 Benchmark 8 (1)(b)** Explain and give examples of how human expression (e.g., language, literature, arts, architecture, [land base] traditions, beliefs, spirituality) contributes to the development and transmission of culture.

### Understandings

- Students know basic common features of the seven Indian reservations of Montana. They can identify the reservations and their approximate boundaries, the location of the tribal capitals, the names of tribes identified with each reservation, significant towns, physical features, and the tribal colleges. They can identify the seat of government of the Little Shell Band of Chippewa.
- Students know the historical and ancestral lands for at least two tribes of Montana (use those closest to your school district).

### 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

opi.mt.gov Montana Office of Public Instruction

### Students will be able to...

- individually reproduce maps of the physical and political features of at least two Montana reservations and the common features of all Montana reservation to include boundaries, counties, tribal capital towns, land features, and tribal colleges.
- in groups of two-four students, reproduce/explain features of all seven Montana reservations and the seat of government of the Little Shell Chippewa Band.
- identify a tribe’s ancestral lands, migration routes, historic range (for example, lands where hunting and fishing were shared with other tribes), and ancestral lands.

### Students will know...

- the physical and political features of at least two Montana reservations.
- the seven reservations and their tribal capitals, tribal colleges, and towns.
- the ancestral lands and historic ranges for two Montana tribes.

## Stage 2 Assessment Evidence

### Performance Tasks

1. Reproduce accurate maps of the physical and political features of at least two Montana reservations, use the map rubric to score their own individual efforts, then make needed corrections so their maps are accurate for future use. Place the maps in their notebooks.
2. Identify all seven reservations, tribal capitals, tribal colleges, and towns during an assessment. Also identify the seat of tribal government of the Little Shell Band of Chippewa.
3. Identify during an assessment the ancestral lands and historical range for at least two Montana tribes.

## 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, 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 the students as a group, and in discussion, (a) identify the reservation and tribal nations of the particular reservation—this could be used in the map label; (b) identify and discuss physical features; (c) identify and discuss political features –capital, towns, boundaries, etc.

## Geography of Montana Indian Reservations – Grade 5

Students make their own maps and discuss their map with other learners; 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. (can be in a journal, or in their notes—but 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.

### Recommended Resources

Large Montana wall map, which also shows Montana Indian Reservations and counties. The assignments can be completed using such a map.

### Other Helpful Resources

[Tribal Territories of Montana](#) map which shows the boundaries as defined by the Fort Laramie Treaty of 1851 and the Flathead and Blackfeet Treaties of 1855. Today's reservations are also shown. Utilize this colorful map to make students aware of the tribal territories of the past; these aid the students in realizing the ancestral lands of a particular tribe, including seasonal migrations, hunting, and fishing territories, and lands shared with other tribes.

Discovering Our Own Place: a MAP Saga For Montana.

- a. Map Packets, available for purchase from [oyate.org](http://oyate.org) (about \$50 per packet) and for borrowing from the Montana Office of Public Instruction Indian Education Division. These were originally produced by the Regional Learning Project at the University of Montana. Each map packet has a series of historic maps, showing the featured tribe in place and time. Map packets available include:
  - Hi-Line & Judith Basin/Gros Ventre Tribe
  - Missouri and Yellowstone River Headwaters/Crow Tribe
  - Rocky Mountain Front/Blackfeet Tribe
  - West of the Divide/Salish, Pend d'Oreille & Kootenai Tribes (not available for purchase).

These map packets contain maps approximately 9 X 12 in size; all of the maps show maps of the past—very helpful in aiding students. Teachers may wish to scan a particular map, upload it, and use a projector with an entire class.

### Indicators of Quality for Self-Assessment of Map (based on Montana Performance Indicators)

| Proficiency Level      | Title   | Labels  | Accuracy  | Neatness   |
|------------------------|---|---|---|--|
| 4. Advanced            | This title clearly shows the map’s purpose.         | Everything is correctly labeled as noted for the map.   | Map contains reservation names accurately labeled; other features are accurately labeled. The student has gone beyond the basic assignment.                                     | The map is neat, easy to read, and shows student initiative beyond that expected at the proficient level.  |
| 3. Proficient          | This title suggests the purpose of the map.         | Almost all required labels are correct.   | Map contains reservation names accurately labeled.  | The map is generally neat and easy to read. The student has attempted a personal “proficient” based on abilities and the challenge of the assignment.  |
| 2. Nearing Proficiency | This title does not reflect the purpose of the map. | Much of the map is incorrectly labeled. For example, the student has misidentified some reservations. | Minor errors are made, and these contribute to misunderstanding of the map content. When asked about the errors, the student may know what should have produced to be accurate. | The map is not neat and may not be easy to read. Erasures and strikeouts have been made that are noticeable. The performance does not reach student’s personal ideal of “proficient” as compared to other assignments. |
| 1. Novice              | The title is missing or incomplete.                 | Almost no work was attempted, or, labels are missing.   | The map contains major errors—or, for example, no work was attempted.   | The work is sloppy and not easy to read. Erasures, strikeouts, spacing errors may also be represented.   |