

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

GLE 5.3.1;5.3.3 Students will know and locate the common features of the seven Montana reservations, including physical features, seats of tribal government, schools, communities and towns, colleges, political boundaries, and counties.

Students will know and locate the government location of the Little Shell Band of Chippewa.

GLE 5.3.2 Students will know that the beliefs of the Montana tribes are directly connected to their lands (reservations, historical range, or areas claimed).

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?

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.

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- 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.

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).

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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.com (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. Each packet's resources are described in the RESOURCES SECTION at the end of this 5th grade guide. Map packets available as of August, 2006 include:
 - o Hi-Line & Judith Basin/Gros Ventre Tribe
 - o Missouri and Yellowstone River Headwaters/Crow Tribe
 - o Rocky Mountain Front/Blackfeet Tribe
 - o West of the Divide/Salish, Pend d'Orielle & Kootenai Tribes (no longer available).

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.