

Geography of Montana Indian Reservations

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade 5
Suggested Duration: 3 class periods,
(50 minutes)

Stage 1 Desired Results

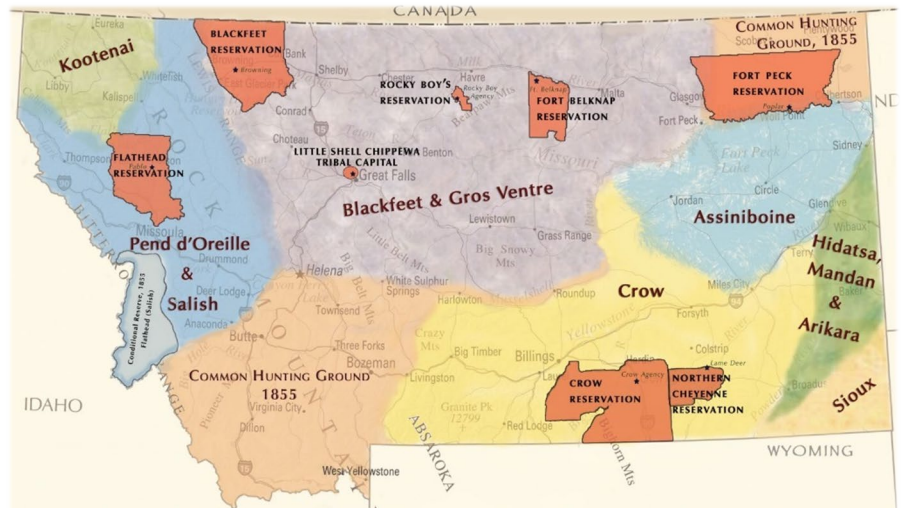
Established Goals

Social Studies

- (3) The geography content standards for fifth grade are that each student will:
 - (a) identify and label US regions, territories, states, and their capitals/major cities;
 - (b) create, organize, and present geographic information to show settlement patterns in the United States, including impacts on tribal lands; and
 - (c) analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration
- (4) The history content standards for fifth grade are that each student will.
 - (d) understand the unique historical perspectives of American Indians.

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 two or more tribes of Montana (use those closest to your school district).
- There is 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. (EU1)
- 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. (EU4)



Essential Questions

- 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?
- What are some unique geographical features of each reservation and what cultural traditions are associated with them?

Learning Targets

- In a group I can reproduce and explain features of all seven reservations and the seat of the government of the Little Shell Tribe.
- I can identify a tribe's ancestral lands, migration routes, historic range, and ancestral lands for two or more Montana tribes.
- I can use a map to identify land formations on Montana reservations.
- I can conduct research utilizing electronic and print resources.

Stage 2 Assessment Evidence

Performance Tasks

1. Create accurate maps of the physical and political features of two or more Montana reservations, use a map rubric to score their own individual efforts, then make needed corrections so their maps are accurate for future use.
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 the ancestral lands and historical range for two or more Montana tribes.
4. Conduct research and describe cultural traditions associated with unique geographical features for their assigned reservation/tribe(s).

Stage 3 Learning Plan

Learning Activities

Begin with a short map quiz to assess and reaffirm students' background knowledge regarding the location and names of the reservations and tribes that reside on them, including the Little Shell. Allow them time to fill in the map and then facilitate a discussion regarding the correct information. By the end of third grade all students in Montana schools should have learned the names and locations of the reservations along with the tribes living on them, in addition to what they call themselves in their own languages.

Conduct a Visual Thinking Strategy (VTS) utilizing the tribal seals. What is going on in this image? What do you see that makes you say that? What more can we find? Facilitate a discussion regarding their responses and point out how many of the tribal seals contain images of geographical features such as mountains and rivers. Reaffirm the fact that tribes have cultural, historic, and spiritual connections with their environment.

Before beginning to create their maps, the class should first develop a map legend and determine which symbols and colors will be used to represent map features. This step is important since they will be swapping information. The symbols and colors must be consistent between groups, or the maps won't make any sense, so each map feature should have consistent labeling.

Consider introducing the concept of map layers which serves as the theoretical framework for Geographic Information Systems (GIS) and helps students visualize change over time. Some aspects of layering are too complex for fifth graders (specifically the idea of points, lines, and polygons in relation to actual GIS software. These concepts are better introduced in middle school.) The most basic way to start mapping with layers is to use transparency paper. One sheet of transparency paper is used for each map feature, then you can layer the transparency paper and create a full map. For example, one layer would represent towns, another layer would represent land formations, another layer would represent tribal colleges. Likewise, they can trace current and historical boundaries onto transparency paper, then layer the two together to see how the historical boundaries have changed over time.

Google Earth could also be utilized as part of student research. Students can zoom in to view geographical features and landscapes.

Divide class into teams of two or three. Assign each team a reservation or the Little Shell Band. Each team completes the map for their assigned group. Blank sample maps for each reservation are included in this lesson.

Each map section will include:

- Boundaries
- Towns
- Land formations
- Tribal college
- Tribal capitol
- Historic range

Each team will share their map and information with another team. The other team will then share their information. Each team adds the new information to their map until they have exchanged information with all the teams and have created a completed map.

Students evaluate their work using the Map Rubric. After they have evaluated their map, students should write/tell what they have learned about the features. (This 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

[Google Earth](#)

[Learning About the Seals of the Montana Tribal Nations](#)

[Map layer definition \(Caliper Mapping and transportation Software Solutions\)](#)

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[Map Resources \(montanatribes.org\)](http://montanatribes.org) – This website has numerous historical maps, a relief map, treaty maps and a map analysis form.

[Montana Highway Map](#) (Teachers can request free maps)

[*Montana Indians: Their History and Location*](#)

[Montana Map with Reservations](#)

[Montana Map with Reservations unlabeled](#)

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

[Tribal Seals PowerPoint Presentation](#)

[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.

Indicators of Quality for Self-Assessment of Map

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.