

Histories of Montana Indian Tribes – Creating a Timeline

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade 4
Suggested Duration: 30 minutes daily for one week

Stage 1 Desired Results

Established Goals

Social Studies

- (4) The history content standards for fourth grade are that each student will:
- (a) understand tribes in Montana have their own unique histories;
 - (b) identify events and policies that have impacted and been influenced by tribes in Montana;
 - (c) SS.H.4.3 explain how Montana has changed over time given its cultural diversity and how this history impacts the present; and
 - (d) describe how historical accounts are impacted by individual perspectives

Essential Understandings Regarding Montana Indians

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. (EU3)

There were many federal policies put into place throughout American history that have affected Indian people and continue to shape who they are today. . . . Much of Indian history can be related through several major federal policy periods. (EU5)

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from American Indian perspectives frequently conflicts with the stories mainstream historians tell. (EU6)

Understandings

- There is a timeline or sequence of information describing eras in history.
- Historical events continue to have an effect on American Indians today.

Essential Questions

- What was Montana Indian life like before European contact?
- In what ways did life for Montana Indians change after European contact?
- In general, how have historical events impacted American Indians? Do all tribes have the same experiences?



Indian Education for All Unit

opi.mt.gov Montana Office of Public Instruction

Students will be able to...

- create a timeline that reflects life for a Montana tribe in the pre-contact era, contact-era, and post-contact era.
- describe what life was like for Montana American Indians in the pre-contact era.
- describe how life changed for Montana American Indians after European contact.

Students will know...

- tribal specific histories before and after European contact.

Stage 2 Assessment Evidence

Performance Tasks

1. Students will present their timelines.
2. Students will be assessed on their knowledge of the pre-contact era, post-contact era, and the impact of history on future perspectives of Montana Indians.

Stage 3 Learning Plan

Learning Activities

Simon Ortiz has written a simple, yet provocative book for children entitled *The People Shall Continue*. The book is an epic story of Native American People, from the creation to the present day. The teacher should read the book aloud and discuss it with students. No formal questions have been prepared to go along with the reading because the text speaks for itself and will certainly evoke feelings of empathy and respect for what has happened to Native Americans since the fifteenth century. Each teacher is encouraged to use the reading in whatever way see fit.

Come up with a timeline of events based on the book. Put this timeline up in the room to be used by students as they do their own timelines.

Review the tribal nations of Montana. This is an excellent opportunity to review the names and locations of tribes. Divide students up into eight pairs or groups and assign one tribal nation to each. Students will research tribal life during each of these periods: pre-contact, contact, post-contact. Use websites in the resources section for conducting research. Students will present timelines.

Timeline Questions

- ✓ What tribe(s) are you researching?
- ✓ What is the beginning date of the timeline? When does the timeline end?
- ✓ At a minimum, identify nine different events (three events prior to 1800, three events from 1800 – 1900, and three events after 1900) from your timeline and share what happened and why you chose those events. Use these headings when providing your answers: who, what, when, and where?
- ✓ Prepare a presentation highlighting your nine events and share with the class.

Vocabulary

Tradition, Perspective, Timeline

Resources

The People Shall Continue by Simon Ortiz

Timelines for Montana Reservations

[Blackfeet](#)

[Crow](#)

[Flathead](#)

[Fort Belknap](#)

[Fort Peck](#)

[Northern Cheyenne](#)

[Rocky Boy's](#)

[Little Shell Tribal History Project - Study Guide and Timeline](#)

General Background Information for Tribes

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

[Montana Official State Travel Site – Indian Nations](#)

[Montana Governor's Office of Indian Affairs](#)

Tribal Government Websites

[Blackfeet Nation](#)

[Chippewa Cree Tribe of the Rocky Boy's Reservation](#) (Facebook)

[Confederated Salish & Kootenai Tribes](#)

[Crow Tribe](#)

[Fort Belknap Indian Community](#)

[Fort Peck Tribes](#)

[Little Shell Tribe](#)

[Northern Cheyenne Tribe](#)