

History and Beliefs of Montana Indian Tribes

Fast Facts

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

Stage 1 Desired Results

Established Goals

GLE 4.4.1,2 Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

GLE 4.6 Students understand that beliefs continue today; tribal cultures, traditions, and languages remain traditional.

Essential Understanding 3 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.

Essential Understanding 5 Federal policies, put into place throughout American history, have impacted Indian people and still shape who they are today. Much of Indian history can be related through several major federal policy periods.

Essential Understanding 6 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 an Indian perspective frequently conflicts with the stories mainstream historians tell.

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?
- Did life for Montana Indians change after European contact?
- How have historical events impacted American Indians?

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.
- identify affect history has on future perspectives for Montana American Indians.

Students will know...

- Montana Indian life 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 he/she sees fit.

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

Review the tribal nations of Montana. Divide students up into twelve groups and assign one tribal nation to each group. Based on class timeline students will research tribal life during each of these periods: pre-contact, contact, post-contact. Use web sites, book resources, etc. in the resources section.

Students will present timelines.

Vocabulary

Tradition, Perspective, Timeline

Resources

The People Shall Continue, Simon Ortiz. San Francisco, CA: Children's Book Press, 1977

Ancona, George. *Powwow*. Chicago, IL: Houghton Mifflin Harcourt, 1993.

King, Sandra. *Shannon: An Ojibway Dancer*. Minneapolis, MN: Fifth Avenue Editions, 1993.

Marra, Ben. *Powwow: Images Along the Red Road*. New York, NY: Harry N Abrams, 1996.

[Your Guide to Understanding and Enjoying Pow Wows](#). Helena, MT: Montana Office of Public Instruction, 2009

Hubbard, Jim. *Shooting Back from the Reservation*. New York, NY: The New Press, 1994

"Plains Indians Part I, Part II," The Native Americans Series. Atlanta, GA: TBS Productions, 1994.

[Have You Seen a Real Indian](#) poster series, American Indian College Fund

Teaching Respect for Native Peoples, <http://www.oyate.org>

Montana Tribal Web sites and Newspapers

(Although we have listed one website for each tribe, many more are available if a student performs a Google search)

[Blackfeet Nation](#)

[Glacier Reporter](#): Official publication for the Town of Browning and the Blackfeet Reservation. 406-873-2201-2090, Cut Bank, MT.

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

The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

[Crow Tribe](#)

[Big Horn County News](#). P.O. Box 926 Hardin, MT 59034; 406-665-1008

[Fort Belknap Indian Community](#). Assiniboine/Gros Ventre

[Fort Belknap News](#)

[Fort Peck Tribes](#). Assiniboine, Sioux

Fort Peck Journal. P.O. Box 351, Poplar, MT 59255; 406-768-5366

[Little Shell Tribe](#)

[Northern Cheyenne Tribe](#)

Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-4822

[Confederated Salish & Kootenai Tribes](#)

[Char-Koosta News](#) : (ISSN 0893-8970), P.O. Box 98, Pablo, MT 59855; 406-675-3000

[Indian Country Today](#) (ISSN 1066-5501), 5218 Patrick Road, Verona, NY 13478

[News from Indian Country](#) (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843; 715-634-5226

Other Web sites

[Office of Public Instruction Indian Education Division](#)

[Montana Official State Travel Site](#)

This Web site has general information about each reservation) One can search each of the tribes for “People, Location, Economy, Points of Interest” with Internet links to each, as well as finding Attractions, Events, Places to Stay, and Additional Visitor Information.