

# Indian Heroes and Role Models

## Fast Facts

Curriculum Area: Social Studies  
Grade Level: Grade Four  
Suggested Duration: Three Weeks

## Stage 1 Desired Results

### Established Goals

**GLE 4.2.3** Recognize and identify local and tribal leaders.

**GLE 4.4.3** identify and describe famous people from Montana tribes; e.g., elders, tribal council members, historic figures, contemporary leaders, and role models.

### Understandings

- Students will understand the lives of ordinary American Indian people and extraordinary American Indian people, place them in time and context, and explain their relationship to important historical and contemporary events. This will be done through the use of biographies, stories, narratives, the Internet, and interviews.

### Essential Questions

- Who is a hero?
- What is a role model?
- Who are the Montana Indian historical heroes?
- Who are the Montana Indian contemporary heroes?
- Who are the Montana Indian contemporary role models?

### Students will be able to...

- identify historical and contemporary Montana American Indian role models and heroes.
- research a Montana American Indian hero or role model.
- demonstrate their understanding that people view and report historical events differently, American Indians want the true story of their histories told, elders are especially important to Indian people, and Indian people have struggled but have made and continue to make important contributions to their people and others.
- plan and present a Montana American Indian wax museum.

### Students will know...

- characteristics of role models



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- Montana Indian historical and contemporary heroes.

### Stage 2 Assessment Evidence

#### Performance Tasks

1. Wax museum presentations.

### Stage 3 Learning Plan

#### Learning Activities:

##### Heroes At Home

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#### Unit Goal

Students will get to know, do or read an interview about, and do a presentation on a Native American role model in their community. Students will learn to work in cooperative groups to complete a project.

This unit works well in grades 3-8, but can be modified and adjusted to K-2. Young students can work, as a class, on one role model with the teacher as a guide.

This unit takes about 3 weeks to complete. The work sessions last about 30-60 minutes. It is best if students work in cooperative groups of two. Use one role model per cooperative group.

Be proactive learn as much as possible about Native American role models, in your area. Have role models come in and share a short synopsis of their lives, if possible. Final presentations are amazing, as students will go all out when the learning is personal.

Preplan to have Native American role models come into your classroom. It is nice to have more role model than you have cooperative groups. Remember to approach the guests with a small token of goodwill, and to exchange something for the time they spend in your classroom. If a role model is not available, the teacher can gather information and tell about the person.

#### Day 1

Objective: Students will better understand what a role model is.

Have students close their eyes and think about a time when they were very little and learned something new. Ask them who taught them this and how they learned it. Then ask them to discuss this with a neighbor. Have a few students share.



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Then ask them to close their eyes and think about something new they learned last year. Ask how they learned it and who taught it to them. Tell them to share with a neighbor and choose a few students to share with the whole group.

Discuss that role models are people that “teach us things” by example. Teacher should give examples of role models in their life and what they learned. Now begin to talk about role models the students have had in their lives.

Introduce role models or tell about possible role models lives. After role models leave, Pair students off into groups of two. Students will stay in this group through the entire unit.

### Day 2

Objectives: Students will, in cooperative groups, decide on a role model to research and present on.

Have students think about and discuss with their cooperative group what they thought of the role models. They can review what they learned about each one. Have a list of role model names hanging in the room.

Have each cooperative group decide on a person they want to research and do a presentation on. The groups will need to make a first, second, and third choice. With the names of the three role models they will need a reason or two for each choice.

Cooperative groups will stand in front of class and tell the role models they chose and why they chose them. If more than one group chooses the same role model, the class votes on who gets that person, based on the group’s reasons for their choice.

### Day 3

Objective: Students will understand how to write interview questions.

Discuss how students make new friends. Guide them to see that they ask question of each other until they know that person.

Tell students they will be writing interview questions in their cooperative groups. They will write questions they think will help them get to know their role model better. Model a few appropriate interview questions on the board. Discuss what a “too personal” questions would look and feel like. Let students have fun creating questions.

As students complete questions have them read some of them out loud. Other groups may be able to piggyback off these questions.

Sample interview questions:

- 1) What is your full name?
- 2) Where and when were you born?
- 3) Who were/are your parents?

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- 4) What tribe/reservation are you from? Tell about it.
  - 5) What were your interests as a child?
  - 6) Tell about your family-past and present? (Names, ages, etc.)
  - 7) What is your job?
  - 8) What do you like best about your job?
  - 9) What do you like least about your job?
  - 10) Tell about your three favorite things in life and why you like them best.
  - 11) Who is your best friend? Why?
  - 12) What do you do for fun?
  - 13) What major obstacles do you feel you have overcome?
  - 14) What person most influenced you? Why?
  - 15) If you could spend time with anyone living or dead, who would that be? Why?
  - 16) Tell about some things you are doing or have done that you are proud of.
  - 17) Any pointers for Indian youth?
  - 18) What kinds of hopes do you have for Indian people?
  - 19) What hopes/dreams do you have for your own future?
  - 20) Why do you think someone suggested you as a role model for Native American students?
- PLEASE SHARE ANYTHING ELSE ON THE BACK. THANK YOU!!

### Day 4

Objective: Groups will perfect their interview questions.

Have students think about their role model and what they can't wait to find out about them.

Groups should have their interview questions completed. They must share these questions with one or two other groups and add any ideas they picked up while sharing.

### Day 5

Objective: Groups will interview their role model in person, over the phone, or by fax.

You may want to take a break from this unit until all group's interviews are completed.

### Day 6

Objective: Groups will understand the steps that they need to complete between now and their final presentation.

Ask students to think about how they would tell a friend about a new, cool movie they saw. Would they tell every piece and take two hours to retell it? Choose a few students to share how they would tell. Let them know this is a synopsis or a short version of what happened. This is what your final presentation will be. A synopsis of your role models life.

Discuss with the students steps the groups will have to go through to produce a final presentation.

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### 2nd and 3rd Weeks

Objective: Students will learn to work in a cooperative group to produce an end result.

Ask each group to report everyday on their progress. The groups will explain where they are on the chart and what they plan on doing to finish.

At this point groups will be all over the chart as they will move at different paces. It all works out, because the groups that are ready to present first will get the most opportunity to present.

Have them schedule their role model presentations at the same time the rest of the class is continuing to work. They take their back drop with them when they present.

Instruct groups to take their interviews and work on them through the next steps of the chart.

Teacher should now take time to work with groups, (as they move through the chart), that are struggling and model what need to be done. Give mini-lesson in these two weeks as needed.

### Materials Needed

Large refrigerator boxes (cut in half)  
tempera paint (primary colors)  
large and small paint brushes  
broad tipped black markers

### Resources

Bryan, William L. Jr. Michael Crummet, Photographer. *Montana's Indians, Yesterday and Today*. Helena, MT: American World and Geographic Publishing, 1996.

Fox, Ed.D., Sandra J. [Connecting Cultures & Classrooms - K-12 Curriculum Guide](#). Helena, MT: Montana Office of Public Instruction, 2006.

[Montana Indians: Their History and Location](#). Helena, MT: Montana Office of Public Instruction, 2016.

Champagne, Duane, ed. *The Chronology of Native North American History*. Detroit, MI: Gale Research, 1994.

Aveni, Anthony. S. D. Nelson, illustrator. *The First Americans: The Story of Where They Came From and Who They Became*. New York, NY: Scholastic Nonfiction, 2005

Birchfield, D. L. *Sacagawea*. North Mankato, MN: Heinemann/Raintree, 2002.

Birchfield, D. L. *Crazy Horse*. North Mankato, MN: Heinemann/Raintree, 2003.

History Makers Bios Series (look for at local bookstore-children's department)



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### 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.

[Native American Nations](#), Indian Heroes and Great Chieftains

