

Montana Reservation Governments

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade Three
Suggested Duration: Four 25-30 Minute Class Periods

Stage 1 Desired Results

Established Goals

Social Studies Content Standard 2 Benchmark 4 (1)(a) Explain the purpose of various levels of government.

Social Studies Content Standard 2 Benchmark 4 (1)(c) Identify the major responsibilities of local, state, tribal, and federal government.

Continue to tie to social studies grade three government/community information with this lesson.

Understandings

- Governments take care of business for citizens and make rules for us all to live by.
- Each Montana reservation has a government which takes care of the business of the reservation.
- Our (town, county city – use the one closest to your situation) has a government which takes care of the government business for citizens.

Essential Questions

- What is a reservation?
- What are governments?
- How do governments help us?
- How is responsibility connected to government?
- Why is it important to understand reservations and their governments?
- How does my culture shape me? How does it shape the government?

Students will be able to...

- tell about Montana government and how it takes care of state business.
- tell about local area (or town) government.
- tell about reservation government.
- tell why governments are shaped by what their people need.

Students will know...

- how government (tribal) meets the needs of citizens.



Indian Education for All Unit

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Stage 2 Assessment Evidence

Performance Tasks

1. Tell/write about Montana government, local government, and reservation government.
2. Actively participate in “Kids with Questions” session.
3. Complete synopsis of session recorded in notebook.

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.

Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussions and the whole class activity.

Teachers guide the discussion activities carefully, checking frequently for student understanding and misconceptions.

Students listen carefully; the purpose is to learn more, and where necessary, revise their ideas about government, based on their understandings. By the end of the discussion, students should be able to tell how state, local, and tribal governments are alike. Some (but not all) may also be able to state some of the differences among the three types of government.

Students state their own understanding of what the Montana government does for citizens, and what the tribal government does for tribal members.

Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.

Students will complete the activities in about four class periods (about 25-30 minutes each); this should keep student engagement and learning high.

“KIDS WITH QUESTIONS?”

At this point in their study, students should be able to use their reservation maps to identify the closest tribal government, contact that tribal chairperson, or a local tribal member, and invite that person to the classroom for a discussion of tribal government operations, policies, and responsibilities.

Students should also contact the mayor/county commissioner of their community and invite that person to the classroom to discuss city/county government. This special occasion can be done with multiple or individual classrooms.

Invite both individuals for the same class session if possible. This will provide the students an excellent opportunity to compare and contrast following the visit.

The essential component of this activity is student preparation! Make certain the essential questions are integrated into all parts of this activity.

Students should extensively discuss what they want to know using the inquiry process, prior to the government discussion. Prior to the visit, questions and follow up questions should be recorded/written, and divided up among students, so each student has a question or follow up question. Development of this will require not only the use of the inquiry process but also advance anticipation of answers guest speakers might give (teacher help definitely needed for this component).

Ask students if they have seen reporters question local leaders or the President of the United States on television. Try to configure this session so the same setting is simulated.

Students, teachers, and guest speakers should have great fun working together to enhance understanding of both government functions. How are these governments alike, and how they are different?

Following the guest speaker forum, students should individually, or in small groups, write to both speakers, citing one piece of information the speaker explained in a way that increased student understanding. They should also thank the speaker for coming to their class.

A synopsis of this enjoyable event should be recorded in student notebooks (follow-up activity). This can be completed individually, or in small groups.

Expansion of activity: If there is time, have students make refreshments; if familiar with guest speakers, have a few “stump the speaker” questions.

Vocabulary

Reservation, government, leaders, citizens, responsibility

Teacher Resources

List of contact information of local community, county, and tribal leaders.

[Office of Public Instruction Indian Education](#) web page.