

Montana Indians: Past Traditions and History

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade Three
Suggested Duration: Two 50-minute Class Periods

Stage 1 Desired Results

Established Goals

GLE 3.3.2; 3.4.2 Students will know there are diverse origin stories from Montana Indian tribes.

GLE 3.4.2; 3.6.1 Students will know some beliefs continue today, as tribal cultures, traditions, and languages remain as traditional beliefs/ideas.

IEFA Essential Understanding 1 There is a 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.

IEFA 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. . . .

Understandings

- Each tribe has a unique culture and history, separate from other tribes' cultures (GLE 3.3.2; 3.4.2).
- Each tribe's oral history and traditions include ways in which the tribe came to be – its origin (GLE 3.4.2).

Essential Questions

- What is history?
- What is "oral history"?
- Why is knowledge of your own history essential?
- What would your great grandmother/great grandfather be doing at this time on this day long ago?

Students will be able to...

- state that each tribe has its own language and culture.
- tell about one tribe's (selected locally) oral history traditions (one story).
- tell what tribal life was probably like in that tribe long ago.
- state information about tribal traditions and culture with others in classroom discussions.



Indian Education for All Unit

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Stage 2 Assessment Evidence

Performance Tasks

1. Listen carefully to the oral history/origin story about one Montana tribe.
2. Retell an oral history about one tribe.
3. Tell what tribal life might have been like for that tribe long ago.

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 are working on their broad understanding of history and how tribes keep their oral histories.

Students listen carefully; the purpose is to learn more, and where necessary, revise their ideas about tribal histories; they should know that tribal histories are kept as “oral histories”—passed down from generation to generation.

Students listen carefully to an oral history and can retell the oral history.

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 these activities in about two class periods; this should keep student engagement and learning high.

Teacher Notes

Select a Montana tribe and select an oral history tradition or ask the librarian in your school to help obtain that material. Integrate this lesson with the third grade social studies unit on the development of communities so students know that all groups of people who form a community today or long ago are alike and have functions that are alike in many ways.

Vocabulary

Tradition, oral history, native language