

# The Reservations: Learning About Many Montana Indian Cultures

## Fast Facts

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

## Stage 1 Desired Results

### Established Goals

**SS 3.6; B4; 1-4,6; GLE 3.1** Students will know and locate the seven Indian reservations on a map of Montana.

**SS 3; B4: 1-2, 5; GLE 3.3.3** Students will use appropriate geographic resources to gather basic information about Montana Indian Reservations. (Montana highway maps are readily available and provide geographic information.)

### Understandings

- There are seven Indian reservations in Montana: Crow, Northern Cheyenne, Fort Peck, Fort Belknap, Rocky Boy's, Blackfeet, Flathead (GLE 3.3.1).
- They are shown on Montana maps and should be identified and labeled by their reservation titles (GLE 3.3.3).
- Maps can be used to identify and locate Montana Indians; geographic differences help in looking at cultural differences (GLE 3.3.3; RDG 3.j, k).
- There are 12 Montana Indians tribes. They are Crow, Northern Cheyenne, Dakota, Gros Ventre, Assiniboine, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Oreille, and Little Shell Chippewa.

### Essential Questions

- What are reservations? How many are there in Montana? What are their names and locations?
- What are Indian tribes? What tribes are located in Montana?
- Each tribe lives in a different place in Montana. What are some differences between \_\_\_\_\_ tribe and \_\_\_\_\_ tribe?
- What maps can we use to identify tribal reservations and home lands? Given a choice, which map would you like to use?

### Students will be able to...

- define tribe, culture, and reservation in their notebooks and on class assignments.



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- correctly label the seven Montana Indian reservations on a map, as an assignment.
- talk about their map and share information from it with others.
- identify some tribes with some of the reservations; preferably, students should know the tribe(s) associated with at least two of the closest reservations to their school. Students on reservations should know the tribes associated with their locale and at least one other reservation in Montana.
- talk about the characteristics of several tribes, using their notes and work sheets they have produced as they compared information about tribes.
- keep a notebook or log of the new words they have learned and review this information at intervals decided by the teacher.

### Students will know...

- inquiry process steps are useful guides when we need to find information and make reports about our new knowledge (GLE 3.1.1).
- the steps, which include:
  - identify a question or problem, and write it.
  - locate resources and materials that can be used to answer our question or problem.
  - gather (write down) the information that can be used to answer the question or problem.
- how to create a new product (such as a report) from the information gathered.
- they should make sure the report uses their own words – they should not copy a report word-for-word.
- good readers evaluate the information they find and decide its usefulness for the work they are doing (SS GLE 1.2; RDG GLE 3 h; ML 1.4.4).
- good readers identify their purposes for reading and select material to meet the purpose (RDG GLE 3.h).
- good readers compare and integrate information from two sources (RDG GLE k).
- good readers set appropriate reading goals so they target information they need (RDG GLE 3 g; ML 1.4.4).

## Stage 2 Assessment Evidence

### Performance Tasks

1. Each student produces a map which clearly shows the seven Indian reservations in Montana. Indicators of quality for the proficient level include: informative title of map which allows the reader to determine the map's purpose; neat handwriting; all words spelled correctly; all reservations accurately represented.
2. Each student keeps a notebook of the new words learned, with definitions and ideas about each word. Indicators of quality for proficient level include: all new vocabulary words are carefully defined, and sometimes a sentence is written to indicate the student knows how to

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use the word correctly in context; the notebook is easy to read; the student uses the vocabulary words to review, at intervals decided by the teacher.

3. Each student knows the quality indicators required to be at the proficient level for the map and notebook assignments.

### Stage 3 Learning Plan

#### Learning Activities:

A Montana Highway Map is essential for the learning in this lesson. Students should have one to keep in their notebooks.

To meet the goal of Understanding #2, have students highlight each reservation on their Montana Highway Map. The reservations are slightly highlighted, increase the intensity of color by using one of the neon text highlighters.

To meet the goal of Understanding #3, use the geographic information on the Montana highway map. Talk about the topography of the land, the use of the land, what it looks like. Read the landscape.

Understanding #4 lists the 12 tribes. This is taught in depth in grade 4, students need to know the names at an awareness level. Use information found in the text of *“Montana Indians, Their History and Location.”*

#### Vocabulary/Concepts/Activities

The vocabulary and concepts that are essential to this lesson are government, reservation, tribe, culture, maps, and the names of the 12 tribes. The following activities may be used to facilitate greater understanding of these words and concepts:

**Government:** Have students define using traditional definition. To develop understanding discuss the hierarchy of authority at school by listing from top down, rules, etc. move to family, city, tribe if appropriate. The goal of this activity is to convey the idea that in most aspects of our life there is some sort of structure that resembles a government structure with rules to follow, paperwork to do, and consequences attached.

**Reservation:** Reservations are lands that have been reserved by the tribes for their own use through treaties and were not “given” to them. To further understand the concept of reservations, ask students to make a list of other times and places that the word “reservation” is used (i.e., restaurants, hotel/motel room, airline flight) Using a “t-chart” categorize likenesses and differences.

**Culture:** Culture is an accumulation of all that comprises each group or individual. This is an opportunity for students to bring artifacts that convey an aspect of their culture; talk about it, write about it, take photos of it, bring photos of it, and make a cultural wall in the classroom. This activity will give students the broad concept of what “culture” is.

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Maps: Students are aware of what a traditional map is. Review if necessary using the Montana Highway Map. Talk to students about the many other types of maps and have them create one (i.e., city map, map to their home, life map, map of their street, map of a carnival). How are some of the many maps part of our daily lives?

### Teacher Notes

This lesson will take a few weeks, as it incorporates major building blocks of knowledge. Students will locate and name the seven Indian reservations in Montana, and they will also be introduced to the 12 tribes and their locations in Montana. They will differentiate some tribes, based on the languages spoken, culture, and geographic location (teachers should use reservations nearest to their school). All grade 3 students should be introduced to all 12 tribes, although they are not held accountable to name all the tribes at this grade level. Advance notice: students should be able to name all of these by the end of grade 4.

### Lesson Materials

Montana wall map, suitable for instruction.

FREE Montana Highway Maps (or another map which shows the reservations, and can easily be seen by a student as he/she makes own map).

Blank Montana student maps, suitable for third graders.

Names of Reservations, names of the 12 MT Indian tribes as identified in ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS: Essential Understanding # 1 (2012).

Indicators of Quality—make an overhead and supply one hard copy to each student to include in their notebooks.

Materials from the Montana Office of Public Instruction Indian Education Division

- [Montana Reservations Maps](#)
- [American Indians 101 Frequently Asked Questions](#)
- [Essential Understandings Regarding Montana Indians](#)

## Indicators of Quality for Self-Assessment of Map (based on Montana Performance Indicators)

Proficiency Level	Title	Labels	Accuracy	Neatness
4. Advanced	This title clearly shows the map’s purpose.	Everything is correctly labeled as noted for the map.	Map contains reservation names accurately labeled; other features are accurately labeled. The student has gone beyond the basic assignment.	The map is neat, easy to read, and shows student initiative beyond that expected at the proficient level.
3. Proficient	This title suggests the purpose of the map.	Almost all required labels are correct.	Map contains reservation names accurately labeled.	The map is generally neat and easy to read. The student has attempted a personal “proficient” based on his/her abilities and the challenge of the assignment.
2. Nearing Proficiency	This title does not reflect the purpose of the map.	Much of the map is incorrectly labeled. For example, the student has misidentified some reservations.	Minor errors are made, and these contribute to misunderstanding of the map content. When asked about the errors, the student may know what he/she should have produced to be accurate.	The map is not neat, and may not be easy to read. Erasures and strikeouts have been made that are noticeable. The child’s performance does not reach his/her personal ideal of “proficient” as compared to other assignments.
1. Novice	The title is missing or incomplete.	Almost no work was attempted, or, labels are missing.	The map contains major errors—or, for example, no work was attempted.	The work is sloppy and not easy to read. Erasures, strikeouts, spacing errors may also be represented.

## Indicators of Quality for Self-Assessment of Notebook (based on Montana Performance Indicators)

Proficiency Level	Organization	Consistency	Accuracy	Neatness
4. Advanced	The notebook goes beyond the level of accuracy and work expected for the proficient level. The student routinely keeps a notebook without being reminded to do so.	Everything is consistently done, as expected, for each assignment. The student requires no reminders to be consistent, he/she is a self-starter.	The notebook contains vocabulary words accurately labeled; other additions the student has made are also accurate. The student has gone beyond the basic assignment.	The notebook work is neat and shows student initiative beyond that expected at the proficient level.
3. Proficient	This notebook is easy to read; the student could easily review the vocabulary and items which the teacher has indicated should minimally be in the notebook	Almost all required vocabulary words have been identified and defined. The work is easy to read. The student has been nearly consistent in producing quality work.	The required vocabulary words and definitions are accurate. The student could easily review these and may occasionally add in other information found.	The notebook is generally neat and easy to read. The student has attempted a personal “proficient” based on his/her abilities and the challenge of the assignment.
2. Nearing Proficiency	This notebook is usually easy to read but sometimes the work is sloppy and the student cannot review his/her work easily.	Some of the vocabulary words have been written and defined, but the student has selected incorrect definitions or the definition given is not complete.	Minor errors are made and these contribute to misunderstanding of the notebook content. When asked about the errors, the student may know what he/she should have produced to be accurate.	The notebook is not neat and may not be easy to read. Erasures and strikeouts have been made that are noticeable. The child’s performance does not reach his/her personal ideal of “proficient” as compared to other assignments where he/she achieved that level.
1. Novice	The notebook cannot be found OR few assignments have been attempted. The student requires help to get started.	The student cannot consistently produce the work as expected. He/she requires help to complete the work.	The notebook contains major errors or, for example, no work was attempted.	The notebook is sloppy and not easy to read. Erasures, strikeouts, spacing errors may also be represented.