

Tribal Land Features and Tribal Connection to Land

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade Five
Suggested Duration: Three class periods (50-minute periods)



Stage 1 Desired Results

Established Goals

(3) The geography content standards for fifth grade are that each student will:

(b) create, organize, and present geographic information to show settlement patterns in the United States, including impacts on tribal lands.

(4) The history content standards for fifth grade are that each student will:

(c) identify roles of individuals and groups and their impact on United States and tribal historical events;

(d) understand the unique historical perspectives of American Indians.

IEFA Essential Understanding 1 There is 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 4 Though there have been tribal peoples living successfully on the North American lands for millennia, reservations are lands that have been reserved by or for tribes for their exclusive use as permanent homelands. Some were created through treaties, while others were created by statutes and executive orders. . . .

IEFA Essential Understanding 7 American Indian tribal nations are inherent sovereign nations and they possess sovereign powers, separate and independent from the federal and state governments. However, under the American legal system, the extent and breadth of self-governing powers are not the same for each tribe.

Understandings

- Each reservation is land a tribe reserved for itself when it relinquished its other land area to the United States through treaties or Executive Orders (EU 1, 4).
- Each reservation is a Nation (EU 1, 4, 7).
- Tribal geographies often span landscapes far from the reservation boundaries (EU 1, 4).

Essential Questions

- How were some of the reservations in Montana created?



- When and how was the Northern Cheyenne reservation created?
- What are some of the unique perspectives tribal individuals have regarding the environment?
- What places are important to Cheyenne people? How do the Cheyenne regard certain areas on their reservation?

Students will be able to . . .

- Apply geographic knowledge and skills (location, place, regions, movement, human/environment interactions) appropriate to this lesson.
- Label a state map with all seven reservations and the tribes living on each reservation.
- Understand how the reservations were created.
- Demonstrate an understanding of unique tribal perspectives regarding the environment.
- Label features on the Northern Cheyenne Reservation: tribal capital, tribal college (name and location), significant physical and political features.

Students will know . . .

- reservations are a sovereign nation.
- there are seven reservations in Montana.
- a reservation is a land base which a tribe or tribes reserved, through treaty, act of Congress, or Executive Order.
- Northern Cheyenne people have unique cultural and historical connections with the land.
- current reservations do not encompass all of the traditional tribal territories.

Stage 2 Assessment Evidence

Performance Tasks

1. Label a state map with all seven reservations and the location of the tribal headquarters for the Little Shell Chippewa.
2. Label features on the Northern Cheyenne Reservation (or another Montana reservation).
3. Research and examine various Cheyenne cultural perspectives regarding the environment.
4. Demonstrate an understanding of new knowledge gained through oral and written activities.

Stage 3 Learning Plan

Learning Activities

Provide a brief introduction to the lesson and let students know they will be learning about the Northern Cheyenne and their cultural and historical connections to land.

Begin the class by showing the short Northern Cheyenne video from Montana Tourism and use a 3 – 2 – 1 prompt to review the film.

Write down three things in the video that caught your attention, two questions about the information presented in the video, and one thing you really enjoyed.

Facilitate a class discussion based upon their notes and have students share at least one question they have about information put forth in the video.

Now show the brief clip “Reinventing Power” with Kaden Walks Nice to provide a Northern Cheyenne perspective regarding contemporary environmental challenges and use a 3 – 2 – 1 prompt and facilitate a class discussion.

Did anyone notice common themes from the different speakers? What were some of the key concepts and ideas put forth? Let students know they will now have an opportunity to learn more about Northern Cheyenne connections to the land.

Providing a sense of place and historical connections

Pop Quiz – Ideally, by the end of third grade, all students should be able to identify the names and locations of the Montana Tribal Nations. Distribute the Montana map with the reservations unlabeled and have students fill in it with the names of the reservations and the tribes that live on them (note: Little Shell tribe is denoted by a star). Allow students to work in groups if necessary.

How many students could correctly fill in the map? Go over the correct answers by having the students provide the correct information.

To show broader tribal territories beyond the current reservations utilize the Tribal Territories in Montana map which shows tribal territories as defined by the Fort Laramie Treaty of 1851 and the Flathead and Blackfeet Treaties of 1855. Use a Visual Thinking Strategy to analyze the map using these three questions and facilitate a class discussion.

- What is going on in this image?
- What do you see that makes you say that?
- What more can we find?

Have a class discussion regarding the map and allow students time to analyze the map and put forth any insights or questions they may have as a result of their analysis.

Getting ready for research

Students and teachers generate “I can” statements that outline the information to be learned, the thinking to be accomplished, and the tasks to be completed. These are based on the lesson goals and Essential Understandings. “I can” statements orient students to expectations, hook their interest, and structure the lesson to the key ideas and issues. For example:

- I can identify the current and historical territories of the Northern Cheyenne people.
- I can identify the location of the Northern Cheyenne Tribal Government.
- I can conduct research to enhance and support my understanding of the Northern Cheyenne.
- I can identify places on or near the Northern Cheyenne Reservation that are significant to the tribe.

Utilize materials and the resources listed below to guide students in their research as they answer the “I can” statements. Depending on class size and student ability, this research activity can be done by

individuals or small groups of students. Allow for multiple assessment options for demonstrating their understanding, e.g., short research paper, in-class oral presentation, poster presentation, PowerPoint presentation. Ask students to utilize a map resource as part of their assessment.

Close out the class by sharing this short “Belonging” video by Native Knowledge 360:

The next two class periods will be for student research and assessment.

Resources for student research

[Tribal Territories Map](#)

[Montana Map with Reservations](#)

Blank map of [Northern Cheyenne Indian Reservation](#) for labeling and identifying significant sites.

Students can find many answers to the I Can statements by reviewing pages 70-76 of [Montana Indians Their History and Location](#) (a hard copy was sent to all school libraries)

Official website for the [Northern Cheyenne Tribe](#)

[Northern Cheyenne Tribal History Timeline](#)

[Chief Dull Knife College – Woodenlegs Library Resources](#)

[Northern Cheyenne Expressions – Interviews with Cheyenne Elders](#)

[Essential Understandings Regarding Montana Indians](#)

Cheyenne history books sent to school libraries:

We, the Northern Cheyenne People Our Land, Our History, Our Culture. Chief Dull Knife College, 2008.
Tribal history of the Northern Cheyenne Tribe.

A History of the Cheyenne People, by Tom Weist. Council for Indian Education, 1977, 2003 Edition. The history of the Cheyenne people for over three centuries up to the late 1970s

Extension Activity for students that like on-line role play games

[A Cheyenne Odyssey](#) - The year is 1866. You are Little Fox, a Northern Cheyenne boy. Can you help your tribe survive life on the Plains?

Players experience events as Little Fox, a Northern Cheyenne boy whose life is changed by the encroachment of white settlers, railroads, and U.S. military expeditions. As buffalo diminish and the U.S. expands westward, players experience the Cheyenne’s persistence through conflict and national transformation. Winner of the Games for Change Award for Most Significant Impact, this mission was developed in close collaboration with representatives of the Northern Cheyenne Tribe at Chief Dull Knife College, a tribally managed institution on the Northern Cheyenne reservation in Montana. President Richard Littlebear and his colleagues consulted on educational content, scripting, design, and casting for the game, and all actors voicing the roles of the Northern Cheyenne characters are Northern Cheyenne themselves.

Materials/Resources Needed

[Belonging \(Native Knowledge 360\)](#)

[Montana Map with Reservations Unlabeled](#)

[Northern Cheyenne video from Montana Tourism](#)

[Reinventing Power: Kaden Walks Nice, Northern Cheyenne](#)

[Tribal Territories in Montana Map](#)