

Tribal Land Features and Tribal Connection to Land

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grade Five
Suggested Duration: Two-four days (50-minute periods)

Stage 1 Desired Results

Established Goals

GLE 5.3.1 Students will know and locate common features of the seven Montana Indian reservations, including tribal colleges, seats of tribal government, and schools.

GLE 5.4.2 Students will recognize each Montana tribe has its own unique oral history, and most place their people in their current traditional lands.

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).
- Tribal geographies often span landscapes far from the reservation boundaries (EU 1, 4).

Essential Questions

- Why are reservations nations? Why is this so?
- How does who I am shape my views about reservations?
- What do I need to know about reservations as nations?
- Why does it matter that Cheyenne geography spans landscapes ranging from Hudson Bay to Minnesota to Montana?

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.
- label the land leased to the Little Shell Chippewa, as of 2007.
- label features on the Northern Cheyenne Reservation: tribal capital, tribal college (name and location), significant physical and political features, picture of the tribal flag.



Students will know...

- reservations are nation.
- The names of Montana’s seven reservations.
- a reservation is a land base which a tribe or tribes reserved, through treaty.
- although the Northern Cheyenne Reservation is contained within Montana, historically these people range from Hudson Bay to Minnesota to Montana.

Stage 2 Assessment Evidence

Performance Tasks

1. Label a state map with all seven reservations; also label land of the Little Shell Chippewa, as of 2007.
2. Label features on the Northern Cheyenne Reservation (or another Montana reservation).
3. Discuss/write about reservations as nations; include the significant political features reservations have in common with the United States and states (for example, capitol, government offices, flag, college, etc.).

Stage 3 Learning Plan

Learning Activities:

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 write reasons why reservations are nations.
- I can identify and locate physical and political features on the Northern Cheyenne reservation.
- I know why “Cheyenne landscapes” extend further than the Northern Cheyenne reservation. I know the significance of Cheyenne traditional lands for the Northern Cheyenne people.
- I can identify possible misunderstandings I may have about reservations and tribal sites. I am aware that my pattern of thoughts can influence my understandings.

Utilize materials and the resources listed below. Supply each student with a Montana highway map, and take time to orient the class to the Northern Cheyenne reservation and its surroundings. Have students outline the reservation in color.

Supply each student with blank Montana student maps, and the Northern Cheyenne reservation maps (see below for information on obtaining these).

Take time to locate and discuss the relevant physical and political features within the reservation; students should locate and place each particular feature on their own reservation map. **IMPORTANT:** This is completed as a guided activity so the teacher can give appropriate background while students

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complete their maps. Students should take notes as decided by the teacher; they can use the information in discussions and assessments.

Students who are not able to complete all of the assignment (for example, a student with an IEP) may participate with the larger group based on their different needs and abilities.

Resources

Blank Montana student maps, one per student.

Montana highway maps, one per student.

Northern Cheyenne Curriculum Committee. [*Bringing the Story of the Cheyenne People to the Children of Today*](#), Helena, MT: Montana Office of Public Instruction, 2006.

It is highly recommended you read relevant selections to increase your own understanding of the Northern Cheyenne tribe yesterday and today.

Northern Cheyenne Reservation maps (see above-referenced publication for hand-drawn maps which can be reproduced).

Northern Cheyenne flag and Flag Song (see above-reference publication for flag illustrations and background information to be read to your students).

Additional Recommended Resources

Tribal Web sites:

[Blackfeet Nation](#)

[Chippewa Cree Tribe of the Rocky Boy Reservation](#)

[Confederated Salish & Kootenai Tribes](#)

[Crow Tribe](#)

[Fort Belknap Indian Community](#). Assiniboine/Gros Ventre

[Fort Peck Tribes](#). Assiniboine, Sioux

[Little Shell Tribe](#)

[Northern Cheyenne Tribe](#)

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

Bryan, William L. Jr., photography by Michael Crummett. *Montana's Indians, Yesterday and Today, 2nd Edition*. Helena, MT: American and World Geographic Publishing, 1996.

This lesson is extended in grade six; grade five students must have a good understanding of a reservation as nation, and the geographic features (physical, political) of the reservations. In grade six students will learn about the cultural geographic features of Montana reservations.

