

# Using Maps to Learn About Montana Reservations and Tribes

## Fast Facts

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

## Stage 1 Desired Results

### Established Goals

**GLE 4.1.1** Students will know and locate the seven Indian reservations of Montana and identify the tribes associated with each reservation.

### Understandings

- There are seven Indian reservations in Montana: Crow, Northern Cheyenne, Fort Peck, Fort Belknap, Rocky Boy's, Blackfeet, Flathead (GLE 4.3.1).
- The reservations are shown on Montana maps and should be identified and labeled by their reservation titles (GLE 4.3.3).
- Maps can be used to identify and locate Montana Indian tribes; geographic differences help in looking at cultural differences (GLE 4.3.3; RDG 3.j, k).
- There are 12 Montana Indian tribes: Crow, Northern Cheyenne, Dakota, Assiniboine (Fort Peck), Gros Ventre, Assiniboine (Fort Belknap), Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Oreille, Little Shell Band of Chippewa Indians who are landless but headquartered in Cascade County (Great Falls) (GLE 4.3.1, 2).

### Essential Questions

- What are reservations?
- What are Indian tribes?
- What are some tribal differences?
- What maps can we use to identify tribal reservations and "home lands?"

### Students will be able to...

- 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 tribes of the reservations; preferably, students should know the tribe(s) associated with the reservations. Include the Little Shell Band of Chippewa.



Indian Education for All Unit

opi.mt.gov Montana Office of Public Instruction

Students will know...

- the seven reservations of Montana.
- the 12 tribes of Montana.

## Stage 2 Assessment Evidence

### Performance Tasks

1. Each student produces a map which clearly shows the seven Indian reservations in Montana and the tribal nations. 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, and all reservations accurately represented.

## Stage 3 Learning Plan

### Learning Activities:

Have a wall size map of Montana. Students will look at reservations on a map and locate and name them. (Direct Instruction may be used to teach locations and names.)

Take a map of Montana and in front of students cut out the reservations and Great Falls (location of the Little Shell Tribe). Have a blank map of Montana on an overhead. Students can come up to overhead and take reservation pieces and lay them correctly on the blank map.

Students will cut their own map pieces; on a blank map of Montana they will place reservation pieces correctly (may want to work with partners).

Review maps and discuss tribal groups on each reservation.

Match Game: (see attached pieces) Copy, cut, and put in baggies all pieces of Match--one set per student pair. Students will use pieces to match Montana reservations with each tribe located on that reservation. For example: Crow Reservation (card) goes with Crow Tribe (card), remember some reservations are home to more than one tribe.

Given a map of Montana students will label all Montana reservations and the site connected with the Little Shell Band. Students should use the attached rubric and self-evaluate their maps.

### Montana Tribal Web sites and Newspapers

(Although we have listed one web site for each tribe, many more are available if a student performs a Google search)

#### [Blackfeet Nation](#)

[Glacier Reporter](#): Official publication for the Town of Browning and the Blackfeet Reservation. 406-873-2201-2090, Cut Bank, MT.

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

*The Rocky Boy Tribal Newsletter*. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

[Crow Tribe](#)

[Big Horn County News](#). P.O. Box 926 Hardin, MT 59034; 406-665-1008

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

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

Fort Peck Journal. P.O. Box 351, Poplar, MT 59255; 406-768-5366

[Little Shell Tribe](#)

[Northern Cheyenne Tribe](#)

[Confederated Salish & Kootenai Tribes](#)

[Char-Koosta News](#), P.O. Box 98, Pablo, MT 59855; 406-675-3000

[Indian Country Today](#), 5218 Patrick Road, Verona, NY 13478

General Web sites

[Office of Public Instruction Indian Education in Montana](#)

[Visit Montana - Indian Nations](#) - This website has general information about each reservation and the Little Shell

Books

Bryan, William L. Jr. *Montana's Indians, Yesterday and Today*. Photography by Michael Crummett. Helena, MT: Montana Magazine, Inc. ISBN: 0-938314-21-1 (Periodical).

[Essential Understandings Regarding Montana Indians](#). Helena, MT: Montana Office of Public Instruction. 2012

*Connecting Cultures & Classrooms - K-12 Curriculum Guide*. Helena, MT: Montana Office of Public Instruction.

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

Harvey, Karen. *Indian Country: A History of Native People in America*. Golden, CO: Fulcrum Publishing, 1998.

## 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.  |

## Match Game Pieces

|                                    |  |                                  |  |
|------------------------------------|--|----------------------------------|--|
| <b>CROW<br/>RESERVATION</b>        | <b>NORTHERN<br/>CHEYENNE<br/>RESERVATION</b> | <b>FORT PECK<br/>RESERVATION</b> | <b>FORT BELKNAP<br/>RESERVATION</b>          |
| <b>ROCKY BOY'S<br/>RESERVATION</b> | <b>BLACKFEET<br/>RESERVATION</b>             | <b>FLATHEAD<br/>RESERVATION</b>  | <b>GREAT FALLS</b>                           |
| <b>CROW TRIBE</b>                  | <b>BLACKFEET TRIBE</b>                       | <b>ASSINIBOINE<br/>TRIBE</b>     | <b>SHOSHONE TRIBE</b>                        |
| <b>NORTHERN<br/>CHEYENNE TRIBE</b> | <b>GROS VENTRE<br/>TRIBE</b>                 | <b>CHIPPEWA-CREE<br/>TRIBE</b>   | <b>SALISH TRIBE</b>                          |
| <b>PEND D'OREILLE<br/>TRIBE</b>    | <b>KOOTENAI TRIBE</b>                        | <b>ASSINIBOINE<br/>TRIBE</b>     | <b>LITTLE SHELL<br/>BAND OF<br/>CHIPPEWA</b> |