

# The Diverse Make-up of Indian Communities

## Fast Facts

Curriculum Area: Social Studies  
Grade Level: Grades 7-8  
Suggested Duration: Two-three 50-minute class periods

## Stage 1 Desired Results

### Established Goals

**Social Studies Standard 4, Benchmark 8.7** Students will summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.

### Understandings

- There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana (EU 1).

### Essential Questions

- Why/when were reservations established?
- What are the similarities and differences among Montana Tribes? (land base, language, dress, food, etc.)
- Do all Native Americans live on reservations?

### Students will be able to...

- recognize differences and similarities among American Indian nations and people.
- express their findings orally and in writing.

### Students will know...

- Montana Indian communities are very diverse.

## Stage 2 Assessment Evidence

### Performance Tasks

1. Write a brief essay about a Montana Tribe, which will include: Land Base, Enrollment, Traditions, Clothing, Food Source, etc.

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2. Include artifacts, pictures, and interviews.
3. Display (use of various media to highlight major points) and orally present a brief overview

### Other Evidence

1. If applicable, have students interview a tribal member/councilman or research an influential tribal leader.

## Stage 3 Learning Plan

### Learning Activities

Make an overhead or write on the board Essential Understandings 1.

Have students write a brief statement about what this means to them and discuss.

Assign students a tribal nation to research (individually or in small groups).

Share with students resources for them to use for conducting background research.

Utilize the OPI document: *Montana Indians: Their History and Location* as a starting place for students to begin their research.

Ask the students to describe some of the unique characteristics of the tribe they are researching. Refer to the essential questions to help guide them with their research.

Students will display essays and give an oral interpretation of their research.

### Vocabulary

Rural and Urban Indians

Elders

Traditions

Tribal Hierarchy: Clan, Band, and Council

Culture

Gender Role

Oral History

### Montana Tribal Nations

Assiniboine

Blackfeet

Crow

Chippewa

Cree



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Gros Ventre  
Kootenai  
Little Shell Chippewa  
Northern Cheyenne  
Pend d' Oreille  
Salish  
Sioux

### Materials/Resources Needed

[Montana Indians: Their History and Location](#) This publication provides a brief introduction to the Tribal Nations of Montana.

[Montana Governor's Office of Indian Affairs](#) Here you can find fast facts on the tribes, reservations and their economy, and tribal councils.

[Crossing Boundaries Through Art: Seals of Montana Tribal Nations](#) (Grades 6-8)

### Timelines for Montana Reservations

- [All](#)
- [Blackfeet](#)
- [Crow](#)
- [Flathead](#)
- [Fort Belknap](#)
- [Fort Peck](#)
- [Northern Cheyenne](#)
- [Rocky Boy's](#)