

# The Diverse Make-up of Indian Communities

## Fast Facts

Curriculum Area: Social Studies  
Grade Level: Grades 6-8  
Suggested Duration: Two-three 50-minute class periods

## Stage 1 Desired Results

### Established Goals

- (3) The geography content standards for sixth through eighth grade are that each student will:  
(b) identify the location of places and regions in the world and understand their physical, political, and cultural characteristics.
- (4) The history content standards for sixth through eighth grade are that each student will:  
(c) analyze how, since European contact, historical events and policies have mutually impacted American Indian and European societies

### Understandings

- 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 (EU 1).

### Essential Questions

- Why/when were reservations established?
- What are the similarities and differences among Montana Tribes (land base, language, population, governmental structure, tribal seals, tribal flags, contemporary cultural celebrations, etc.)?

### 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 basic demographics and tribal specific cultural information/traditions/history. Have students cite the resources they used for their essay.



2. Include artifacts, pictures, and interviews.
3. Create a display (use of various media to highlight major points) and orally present a brief overview of the tribe researched. This could be done through poster board presentations, PowerPoint presentations, video clips, role plays, and speeches.

### Other Evidence

1. If applicable, have students interview a tribal member/councilman or research an influential tribal leader. Links to video interviews are also included in the Materials section of this lesson plan.

## Stage 3 Learning Plan

### Learning Activities

Begin the class by sharing this brief video clip produced by Montana Tourism “Introducing The First Nations of Montana to the World.”

Next, display Essential Understanding 1 and the Key Concepts:

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.

#### KEY CONCEPTS

- The twelve sovereign tribes, located in what is now the state of Montana, are distinct from one another in their history, culture, and language.
- Tribal sovereignty is the inherent right of tribes to independent self-governance.
- Tribal governments are fully functioning governments that provide an array of services similar to those of federal, state, and local governments.
- The political, demographic, and cultural landscape of Montana has rapidly changed in the last two hundred years.
- American Indian individuals and tribes are still here with distinct and intact governments, languages, and cultures that contribute to modern Montana.

Have students write a brief statement about what this means to them and/or write questions they have regarding the Essential Understanding and facilitate a class discussion.

Inform students they will be conducting research about Montana tribal nations and assign students a tribal nation to research (individually or in small groups).

Share the resources for them to use for conducting background research and allow ample time in class for students to conduct their research.

Utilize the OPI document *Montana Indians: Their History and Location* as a starting place for students to begin their research. Other resources for research are also listed in the Materials section.

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.

### Montana Tribal Nations

Assiniboine

Blackfeet

Crow

Chippewa

Cree

Gros Ventre

Kootenai

Little Shell Chippewa

Northern Cheyenne

Pend d' Oreille

Salish

Sioux

### Materials/Resources Needed

[\*Crossing Boundaries Through Art: Seals of Montana Tribal Nations 6-8\*](#) Information about each tribal seal can be found here.

[\*Essential Understandings Regarding Montana Indians\*](#) This publication includes basic facts about each tribe – see Essential Understanding 1.

["Introducing The First Nations of Montana to the World,"](#) Montana Tourism.

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

[\*Montana Indians Their History and Location\*](#), Montana Office of Public Instruction. This publication provides a brief introduction to the Tribal Nations of Montana.

[Montana Tribes Digital Archives Website](#) Includes interviews with Montana tribal members sharing their perspectives regarding the Essential Understandings.

### Timelines for Montana Reservations

- [All](#)
- [Blackfeet](#)
- [Crow](#)
- [Flathead](#)
- [Fort Belknap](#)
- [Fort Peck](#)
- [Little Shell \(Study Guide and Timeline\)](#)
- [Northern Cheyenne](#)
- [Rocky Boy's](#)