

# Chief Little Shell

## Lesson 2

### Guiding Questions for the Lesson

- What is Little Shell III known for and how did his actions affect Little Shell tribal people today?

### Standards

#### Essential Understandings Regarding Montana Indians

EU 3 The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories predate the “discovery” of North America.

EU 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. The principle that land should be acquired from tribes only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers; II Indian tribes had some form of transferable title to the land; III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists or states.

EU 5 There were many federal policies put into place throughout American history that have affected Indian people in the past and continue to shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods: • Colonization/Colonial Period (1492 - 1800s), • Treaty-Making and Removal Period (1778 – 1871), • Reservation Period - Allotment and Assimilation (1887 – 1934), • Tribal Reorganization Period (1934 – 1953), • Termination and Relocation Period (1953 – 1968), • Self-Determination Period (1975 - Present).

EU 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.

#### Social Studies Standards

SS.H.6-8.2 Analyze how the historical events relate to one another and are shaped by historical context, including societies in the Americas.

SS.H.6-8.3 Analyze how, since European contact, historical events and policies have mutually impacted American Indian and European societies.



## Materials

[Chief Little Shell III video](#) with Les LaFountain, Makoche Studios. here:

[Old Crossing Treaty – Full text from the Red Lake Nation.](#)

<https://montanalittleshelltribe.org/>

[Primary source text of Little Shell's response](#)

## Length

One class period

## Key Vocabulary

cession (relate to Lesson 1, which included “cede”)

negotiate      ratify    rebuttal      signatory

## Steps

### Step One

Ask students what makes a good leader. In times of crisis, or when people are not being treated well, what should a good leader do?

### Step Two

Play the five-minute video of Les LaFountain describing what Chief Little Shell III did for his people. Ask students to pay attention to the details, and whether they think what he did showed good leadership. You may also want to stop/review the text presented at the beginning of the video for clarity to students.

### Step Three

Visit the Little Shell tribal website and share the information from the main landing page to provide some more historical context. Next, share the printed version of the Treaty of Old Crossing. It may be helpful to read this out loud, to summarize it for students, and possibly even to write out the steps relating to how the Pembina people were treated by the US government. It is important for students to understand how the events unfolded, before they attempt to read the account of Little Shell and his protest.

### Step Four

Provide the printed version of the protest (the part after the centered letter B, starting on page 38 of the lengthy primary document (or page 8 of the PDF print-out). You will want to read this out loud with students. Practice beforehand so that unfamiliar commas, long sentences, and archaic language don't trip you up. Before you begin, ask students to watch for the specific complaints Little Shell made. After you finish reading, ask students to summarize or otherwise indicate comprehension.

## Assessment

Respond in writing:

- In what ways did Little Shell III meet or not meet your expectation of a good leader? Give examples from today's lesson.

OR

- Imagine you were one of the people who lost their land. How would you have felt? What would you have done if you were an adult at the time?

## Extension Options

Create a mapping activity where students can review the amount of land lost. Involve mathematical calculations of area and/or percentages.

Create a brief research activity where students learn more about the 10-Cent Treaty. (There is another lesson specifically focusing on this topic.)