

The Day that Finally Came

Lesson 2

Guiding Question for the Lesson

- Who guides and helps provide a voice for the Little Shell Tribe of Chippewa Indians in the current time?

Standards

Essential Understandings Regarding Montana Indians

EU 2 Just as there is great diversity among tribal nations, there is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. There is no generic American Indian.

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.

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.CG.6-8.5 Identify events and leaders that ensure that key United States principles of equality and civil rights are applied to various groups, including American Indians.

Materials

Various research options, see suggestions in the lesson plan.

Length

Two-three class periods

Key Individuals

Gerald Gray Skye McGinty

Alisa Herodes Al Wiseman

Chris La Tray



Indian Education for All Unit

Montana Office of Public Instruction

Steps

Step One

Tribes and tribal communities are often portrayed as being “in the past.” But tribes exist today and are active in the contemporary world. Ask students to imagine, given everything they now know about the history of the Little Shell Tribe, what kind of leaders and spokespersons they think would be most helpful at this time. What characteristics would be useful?

Step Two

Tell students they will be doing a research project on one of five individuals active in 2023 in the Little Shell Tribe. These five individuals are listed below, with some basic information and links to get started. This lesson should be revised as the year moves away from 2023.

Suggestions for a research project:

- Teach students how to find reliable resources and how to cite them correctly using MLA or APA formatting.
- Require three-four resources.
- Ask students to write their findings in their own words (reinforce paraphrasing and quoting skills) and/or create a two- to three-minute presentation in which they use only images and talk their way through the material. This option would be better if students are working in small groups or if you have a very small class (5 or fewer).

Gerald Gray, Jr., current Little Shell Tribe chairman, frequently quoted in the materials that have been covered, including the *New York Times* article from the last lesson.

- [Little Shell Chippewa Tribe Chairman elected new chair of the Montana State Tribal Economic Development Commission](#)
- [Montana Health Foundation – Gerald Gray Board Secretary](#)

Skye McGinty, Director of All Nations Health Center in Missoula

- [Headwaters Foundation – Talking Community Organizing with All Nations Health Center](#)
- [City Lifestyle Beacon of Hope](#)

Alisa Herodes, Little Shell Tribe councilwoman, also featured in article about Lewistown’s cemetery memorial, covered in The Métis Archipelago Lesson 2

- [Little Shell Powwow celebrates Native American culture](#)

Al Wiseman, Métis elder

- [Great Falls Tribune](#)
- [Métis Final](#), Montana Office of Public Instruction Indian Education for All Unit, 2020.
(Al Wiseman makes an appearance in this video, but it is not all just him.)

Chris La Tray, Métis storyteller, enrolled member of Little Shell Tribe, winner of 2018 Montana Book Award for One-Sentence Journal and 2023-2025 Montana Poet Laureate

- [Storyteller Chris la Tray selected as Montana’s next poet laureate](#), Montana Free Press, August 15, 2023.
- [Montana’s Poet Laureate Inspires Storytellers at UM](#) by Abigail Lauten-Scrivner, University of Montana News Service

Assessment/Reflection

After students share their research, ask them to reflect on whether the people they learned about meet the descriptions of who they thought ought to be taking on the leadership and guidance for the Little Shell Tribe. Did anything surprise them?