

Tribal Land Features

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grades 6-8
Suggested Duration: Three or four 50-minute 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;
 - (c) analyze maps and charts from a specific time period to understand an issue or event.
- (4) The history content standards for sixth through eighth grade are that each student will:
- (f) understand that there are multiple perspectives and interpretations of historical events.

Students will recognize each Montana tribe has its own unique oral history, and most place their people in their current traditional lands.

Note to teachers: Although this lesson focuses on the Northern Cheyenne in particular, the procedures and goals and assessments can be applied to any of the Montana tribes.

Understandings

- Essential Understanding 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.
- Montana is a special place, and all Montana tribes have sacred places connected to their beliefs and traditions.
- Tribal geographies often span landscapes far from the reservation boundaries.
- Tribes revere and respect certain cultural and historical sites, on and off their reservation.

Essential Questions

- What are some significant cultural sights on or near the Northern Cheyenne Reservation?
- Why are certain cultural and historical sites on and off the Northern Cheyenne Reservation revered and respected by the tribe?
- What might I do to increase my understanding about tribal lands and revered tribal sites?



Students will be able to...

- apply geographic knowledge and skills (location, place, regions, movement, human/environment interactions) appropriate to the lesson.
- review historical and physical features on the Northern Cheyenne Reservation: tribal capital, tribal college, tribal flag, significant physical and political features.
- label sites on the Northern Cheyenne Reservation revered and respected as a part of Northern Cheyenne culture and history.
- through “I Can” statements, name/describe what they have learned from the lesson.

Students will know...

- there are many sites significant to the Northern Cheyenne tribe and some of these include Little Big Horn Battle Site, Rosebud Battle Site—Fight Where Girl Saved Her Brother, Two Moons Monument, Wolf Mountain Battle Site, Custer’s Last Camp, Head Chief and Young Mule Memorial Hill, Dull Knife and Little Wolf’s burial site, Deer Medicine Rocks, and Chief Lame Deer’s burial site.
- where to access culturally accurate resources to learn about historic and contemporary connections the Northern Cheyenne have to significant sites in their homeland.

Stage 2 Assessment Evidence

Performance Tasks

1. On a map, label features of the Northern Cheyenne Reservation including physical, political, cultural, and historical sites.
2. Utilize the suggested resources to conduct research about Northern Cheyenne cultural and historical sites. In addition, students will examine resources that highlight contemporary land issues for the Northern Cheyenne.
3. Discuss orally, and/or in writing the significance of contemporary and historical sites for the Northern Cheyenne.

Stage 3 Learning Plan

Learning Activities

Students and teachers generate “I Can” statements that outline the information to be learned, the thinking to be accomplished, and the tasks to be completed. These are based on the lesson goals and Essential Understandings. “I Can” statements orient students to expectations, hook their interest, and structure the lesson to the key ideas and issues. For example:

- I can name and identify physical and historical features on the Northern Cheyenne Reservation.
- I can identify and tell about sites revered and respected as a part of the Northern Cheyenne cultural beliefs and history.

Utilize materials and resources listed below.

Begin the class period by sharing the Indian Nations: Northern Cheyenne video from Montana Tourism. Ask students to pay close attention to what the Cheyenne interviewees say about the land. Facilitate a short class discussion after the clip to highlight key ideas put forth in the clip.

Review what the Northern Cheyenne call themselves in their own language – Tsistsistas. How many students can recall the name and correctly pronounce it? Knowing the names of the Montana tribes is embedded in a third grade Social Studies Standard, and ideally students should already have this prior knowledge about tribal names.

Next, share the news article from Clara Caufield about the dedication of a new monument on the Northern Cheyenne reservation. This could be done as an in-class read aloud. Ideally it would be best for students to take turns reading sections of the article. Facilitate a brief discussion about the issues put forth in the article and reference Essential Understanding 3. Ask students to share their reactions. What do they think? Is this possible? Do other cultures have references to miracles as part of their belief system? What are the connections to land?

Mapping Activity

Supply each student with a Montana highway map and take time to orient the class to the Northern Cheyenne reservation and its surroundings. Have students outline the reservation in color. Call attention to the battlefield site for the Battle of the Little Big Horn and note its proximity to the reservation. This may be the time to briefly mention the role played by the Cheyenne in this battle.

Supply each student with a blank Montana student map and the Northern Cheyenne reservation map. Take time to discuss the relevant sites; have students locate and place significant cultural and historic on their own reservation maps. Students should take notes about the significance of each site; they can use the information in provided on the resource section to guide their research.

Allow students time in class to conduct research using the suggested resources. This could be done individually or in small groups. Students will gather evidence and present their findings in the form of a brief research paper and/or oral presentation. If class time allows, have students present their findings to their classmates. This could be done through poster board presentations, role plays, speeches, and debates.

Materials/Resources Needed

Maps

- [Blank Montana map](#), one per student.
- Montana highway maps, one per student. Students will need these to locate the reservation in the context of Montana and locate the Battle of the Little Big Horn.
- Hand-drawn maps from [Bringing the Story of the Cheyenne People to the Children of Today](#)
 - “Mapping the Reservation” gives the students background they will need regarding significant sites and geographic features. **This material should be read to the class. It should be discussed as students complete their maps.**

[Indian Nations: Northern Cheyenne](#), Montana Tourism

[“Monument dedicated to holy man Ice,”](#) by Clara Caufield, *Native Sun* News, July 10, 2015.

Recommended Print and Video Resources for Student Research

[Conservation for the Future: Tackling Challenges on Tribal Land, Northern Cheyenne Reservation, MT](#), Montana NRCS

[Homelands - Northern Cheyenne](#), Native Knowledge 360

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

[Northern Cheyenne Educational DVDs](#), Western Heritage Center

[Northern Cheyenne Expressions](#), Western Heritage Center

[Northern Cheyenne Timeline](#), Montana Office of Public Instruction

[Not on This Land: A Western Tribe Takes a Stand and Says No to Big Coal](#), Yale School of the Environment

[Reinventing Power: Kaden Walks Nice, Northern Cheyenne](#), National Sierra Club

[Rosebud Battlefield State Park](#), Montana Fish, Wildlife & Parks