

Who is an Indian

Fast Facts

Curriculum Area: Social Studies
Grade Level: Grades 7-8
Suggested Duration:

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 also great diversity among individual Indians as Indian identity is developed, defined and redefined by many entities, organizations and people. There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual. There is no generic Indian. (EU 2)

Essential Questions

- Who is an Indian?
- How do Montana tribes determine membership?

Students will be able to...

- analyze and discuss tribal membership requirements.
- apply understandings to document the Indian identity process.

Students will know...

- how to identify differences and similarities among American Indian identification.

Stage 2 Assessment Evidence

Performance Tasks

1. Students will prepare a document describing the membership requirements specific to one of the tribal nations and compare with another tribe outside of Montana. Students will present their findings to the class for comparison and discussion. In addition, students will also identify three-four unique characteristics of the Montana tribe they have researched.

2. Compare and contrast the different processes for each tribal nation in Montana.

Stage 3 Learning Plan

Learning Activities

Prior to introducing the lesson, please go to the following web site and make printouts/overheads of the following images from the American Indian College Fund Advertising Campaign.

[Have you ever seen a real Indian? posters](#)

Display the poster series to the class and ask for reactions.

Make an overhead or write on the board Essential Understanding 2, Indian identity. 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 membership requirements along with some of the unique characteristics of the tribe they are researching. Refer to the essential questions to help guide them with their research.

Also, have students select one other tribal group not from Montana to compare membership requirements. Are there similarities? The membership requirements for most of the Montana tribes are included in this lesson for your convenience.

Students will display essays/poster boards/other visual aids and give an oral interpretation of their research.

Materials/Resources Needed

Web resources

American Indian College Fund, [Have you Seen a Real Indian Campaign Posters](#)

[Indian Nations of Montana](#) This Web site has general information about each tribal nation.

[Montana Indian Law](#) This Web site links to numerous on-line tribal constitutions (students may also research other tribes besides those residing in Montana).

[Montana Office of Public Instruction, Indian Education Division](#)

Montana Tribal Web sites

[Blackfeet Nation](#)

[Chippewa Cree Tribe of the Rocky Boy Reservation](#)

[Crow Tribe](#)

[Fort Belknap Indian Community](#) Assiniboine/Gros Ventre

[Fort Peck Tribes](#) Assiniboine, Sioux

[Little Shell Tribe](#)

[Northern Cheyenne Tribe](#)

[Confederated Salish & Kootenai Tribes](#)

Books

[Montana Indians Their History and Location](#). Helena, MT: Montana Office of Public Instruction, 2016.

The following reference books were sent to Montana public school libraries.

Champagne, Duane (**Ojibwe**) (ed). **Native North American Almanac: A Reference Work of Native North Americans in the United States and Canada**. Detroit: Gale Publishing, 2001. This huge comprehensive volume provides historical and contemporary information about the Native peoples of North America. A broad range of topics including history and historical landmarks, health, law and legislation, activism, environment, urbanization, education, economy, languages, arts, literatures, media and gender relations makes this highly readable book essential for librarians and teachers.

Davis, Mary B. (ed). **Native America in the Twentieth Century, An Encyclopedia**. Garland Publishing, Inc., New York, N: 1996.

All classroom teachers who are teaching anything about "Native Americans" should have this single-volume encyclopedia available and use it frequently. The emphasis is on Indian peoples today, and the involvement of a great many knowledgeable Indian people, close to much of what they describe, contributes greatly to accuracy and coverage of usually ignored matters.

Vocabulary

Biology of race	Blood quantum
Culture	Dawes Act
Elders	Gender Role
Oral History	Race
Rural and Urban Indians	
Traditions	Tribal Hierarchy: Clan, Band, and Council
<u>Montana Tribal Nations</u>	
Assiniboine	Blackfeet
Crow	Chippewa
Little Shell Chippewa	Cree
Gros Ventre	Kootenai
Northern Cheyenne	Pend d' Oreille
Salish	Sioux

