

I Know How Families are Different

Fast Facts

Curriculum Area: Social Studies
Grade Level: Kindergarten
Suggested Duration:

Stage 1 Desired Results

Established Goals

Social Studies Standard 3 Benchmark 4.3, 4 Identify the many cultures to which he/she is exposed, through materials, activities experienced in learning processes.

Social Studies Standard 6 Benchmark 4.3, 6 Identify how families are different.

IEFA Essential Understanding 1 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.

IEFA Essential Understanding 2 Just as there is a 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.

IFA 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.

Understandings

- People from the twelve tribal nations of Montana are all different; they may eat different food, they may wear different clothes, and they may live in different places. They are not all the same.
- People amongst one tribe may be different from one another in their hair color and facial features.
- Different (traditional) food is eaten and prepared for special celebrations.
- Different (traditional) clothing is sewn and prepared for special celebrations.
- Different (traditional) shelter and lodging is prepared for special celebrations.

Essential Questions

- How do people from one tribe live today (food, clothing, shelter)?
- How did people from one tribe live long ago (food, clothing, shelter)?

- What are some of the special celebrations for one tribe when they eat traditional food; dress in traditional clothes; stay in traditional lodging to celebrate a special day?
- Why is a tradition passed on to family members?

Students will be able to . . .

- name at least one of the twelve tribal nations of Montana.
- identify and name contemporary ways people from a Montana tribal nation live today (food, clothing, shelter) through the creation of an individual drawing or pictogram.
- identify and discuss historical ways people of a tribal nation lived long ago, through historical photographs.
- compare and contrast past ways of living (food, clothing, shelter) with present ways of living.
- identify and discuss why they believe the past or present way of living might be important.
- describe and find pictures of contemporary clothing.
- describe the clothing worn in a special celebration (from one of the twelve tribal nations of Montana) and why the clothing might be important.
- write a label a drawing or pictogram using vocabulary words and discuss the meaning of tribal nation, pow wow, shelter, lodging, feast, celebration, and tradition.

Students will know . . .

- the name of at least one tribe of the twelve tribal nations of Montana.
- people of the twelve tribal nations shop for groceries, wear contemporary clothing, and live in frame houses.
- people of the twelve tribal nations changed their way of eating, dressing, and means of shelter over time.
- some (not all) people of the twelve tribal nations may eat traditional (special) food for feasts, wear traditional (special) clothing for celebrations, and spend time in a traditional form of lodging for traditional (special) events.
- family members share a make traditional clothing for celebrations or make it to pass on to family members because it tells a traditional story.

Stage 2 Assessment Evidence

Performance Tasks

1. Student will point to or attach a sticker to a map to show a location and say the name of one tribal nation that lives closest to the classroom community. Each student creates a drawing or picture chart of historical Montana Plains Indian food, clothing, and shelter (one item for each category) before there was store-bought food, clothing, and shelter. Student labels the drawing with vocabulary words.
2. Student creates drawings of contemporary food, clothing, and shelter (one item for each category) from people of a tribal nation to build the awareness and to understand the significance that

everyone needs to eat healthy food (from the food pyramid), wear clothing, and live in homes that protect us from the elements. Students will deduce that needs are the same for everyone.

3. Student presents an oral review of both drawings, and names one reason people of a tribal nation had to change to store-bought food, clothing, and shelter.
4. Give an oral description of a traditional way one tribal nation may dress for a special celebration and explain why it might be important to that tribal nation.

Stage 3 Learning Plan

Learning Activities:

Learning experiences and instruction will enable students to achieve the desired results **“I Know How Families are Different”**: explore the understanding of diversity among the people of one of the 12 tribal nations of Montana including its food, clothing, and shelter of past and present along with a contemporary celebration. Students will engage in thought-provoking misconceptions about what they may believe is true about American Indians in exchange for authentic information written by Montana Indian tribal authors, authentic photographs, and web sites which support education about Montana Indian Tribal Nations. While the 12 tribal nations of Montana have different traditions amongst each other, we can learn about not only differences, but what similar needs our families all have.

W = help students know where the unit is going and what is expected

Review or determine what is a tribe (see Glossary of Terms for the Indian Education for All social studies model lesson plans).

Ask students what they know about Montana Plains Indian people and how they may have lived long ago (food, clothing, shelter) through discussion and open-ended questions. Ask what students know about Montana Plains Indian celebrations.

Build an understanding of tradition; what traditions do we celebrate and why do our parents teach us about them?

Value each idea and record it (KWLH chart); this will be reviewed later in an ongoing manner to rethink and revise with authentic information as the lesson develops; it is the responsibility of the teacher to be the facilitator of authentic information, allowing students to make new associations and connections which may replace earlier, misinformed information.

The teacher will explain to students they are all going to explore and learn together how one tribe of Montana lived long ago and how that same tribe may live today, as well as some of the things which changed over time. Use a classroom Venn diagram to present a classroom discussion to compare and contrast how one tribe may have lived in the past and how that tribe lives now (Past, Same, Present) or create a classroom pictogram of past and present.

Develop a classroom food pyramid to support foods eaten by Montana Plains Indians (meat, vegetables, fruit, grains) past and present. What food needs are the same and what food needs may have changed?

Assessments (1, 2, 3, 4) for students will occur after the above ongoing discussions and students have practiced comparing their understandings of the Montana map, Venn diagram, and food pyramid.

H = hook all students and hold their interest

View the DVD *Long Ago in Montana*.

Read aloud to view photographs, *Powwow: Images Along the Red Road*.

Read aloud and view historical photographs, *Over a Century of Moving to the Drum Salish Indian Celebrations on the Flathead Indian Reservation*, by Johnny Arlee.

E = equip students, help them experience the key ideas and explore the issues

For review, use a Montana map outline manipulative to locate a specific tribe's reservation.

Read literature selections that will best support the cultural identity of a tribe – it does not have to match exactly.

Explore one tribe to gain an understanding of the great diversity of how a tribe lives differently now than long ago and how this same tribe is made up of many different ways their people dress, eat and live. Where can we look to explore this – on the Internet, in the library, in books? Who can help us?

Students create an individual drawing or pictogram of historical Montana Plains Indian food, clothing, and shelter in a booklet form.

Find out why it is culturally important for a tribe to have a special celebration and what happens during the celebration (clothing, food, shelter).

Assessment (5) for students occurs after students gain an understanding of past and contemporary customs and celebrations.

R = provide opportunities to rethink and revise their understandings and work

Review classroom Venn diagrams or pictograms through classroom discussion, allowing individual students to lead, teach and ask questions.

Review and determine things that are true about the way tribes lived in the past and present, and things that are false (made up) from earlier discussions.

Review students' early understandings of Montana Plains Indian celebrations as the lesson develops, in order for students to gain authentic knowledge about contemporary celebrations and why a Montana

Plains Indian may dress differently, eat different food, and stay in a traditional type of lodging for special celebrations – not day-to-day living.

E = allow students to evaluate their work and its implications

Practice and provide classroom time throughout the week for each student to present (before the final assessment presentation) an individual map with a specific tribe, to name the tribe (and show the tribe's location on the map if this hasn't been done before), and share some things they have learned about their food, clothing, and shelter.

Students take turns speaking about their pictograms, using new vocabulary, complete sentences, describing a celebration (clothes, dance, food, etc.) and key learning expectations from "Students will know..."

Students will review their own vocabulary list and may add new words as the lesson develops.

T = be tailored and personalized to the different needs, interests, and abilities of learners

Create and organize a small learning center with a classroom pictogram model where students can work on individual drawings, pictograms, and/or food pyramids (paper, markers, grocery store ads, old catalogs, pencils, glue, etc.)

Provide vocabulary books made from appropriately lined paper, as well as drawing paper for students to draw word descriptions and any accompanying student artwork.

Students who have difficulty with writing the words may need extra support with handwriting or gluing pre-written labels.

O = be organized to maximize initial and sustained engagement as well as effective learning

Review all literature and DVDs ahead of time to support specific objectives, through web sites and library materials.

Seek a tribal speaker to visit the classroom if possible.

Provide non-stereotypical pictures for classroom use of Montana Plains Indian historical food, clothing, and shelter to represent the tribe through the use of accurate books, tribal web sites, etc.

Materials/Resources Needed

Literature:

Arlee, Johnny. *Over a Century of Moving to the Drum: Salish Indian Celebrations on the Flathead Indian Reservation*. St. Ignatius, MT: Confederated Salish and Kootenai Tribes Salish Culture Committee, and Montana Historical Society Press (Helena, MT), 1998. 92 pages. ISBN 0-917298-57-8

Erdrich, Louise (*Turtle Mountain Chippewa/German*). *The Range Eternal*. Illustrated by Steve Johnson and Lou Fancher. New York, NY: Hyperion Books for Children, 2002. ISBN: 0-78680220-0

Marra, Ben. *Powwow: Images Along the Red Road*. New York, NY: Abrams Publishing, 1996. ISBN: 0610926806.

Wheeler, Bernelda (Cree/Saulteaux). *Where Did You Get Your Moccasins?* Illustrated by Herman Bekkering. Winnipeg, MB: Peguis Publishers, 1992. 20 pages. ISBN: 1-895411-50-5

Wheeler, Bernelda (Cree/Saulteaux). *I Can't Have Bannock But the Beaver Has a Dam*. Illustrated by Herman Bekkering. Winnipeg, MB: Highwater Press. ISBN: 0-895411-48-3

DVD:

[Long Ago in Montana](#). Helena, MT: Montana Office of Public Instruction and The University of Montana, Missoula.

Other:

[Montana Map](#) A Montana road map may also be used.