

# How Native Americans Lived in the Past and Today

## Fast Facts

Curriculum Area: Social Studies  
Grade Levels: Grades K - 2  
Suggested Duration: 2 – 4 hours

## Stage 1 Desired Results

### Established Goals

#### Social Studies Content Standards

(3) The geography content standard for kindergarten is that each student will use maps, and other representations, to describe place characteristics.

(4) The history content standard for kindergarten is that each student will distinguish between past, present, and future time.

(4) The history content standards for first grade are that each student will:

- (a) distinguish between past, present, and future time; and
- (b) understand how events might be described differently depending on historical contexts and perspectives, including those of tribes in Montana.

(3) The geography content standards for second grade are that each student will:

(a) use the basic components of a map to identify physical and political features, including American Indian reservations.

(4) The history content standards for second grade are that each student will:

- (a) identify how people lived differently in the past than they do today;
- (b) understand that there are twelve distinct and unique tribes within Montana whose people contribute to modern life; and
- (c) identify different kinds of historical sources, including oral histories of American Indians.

#### Essential Understandings Regarding Montana Indians

1. There is great diversity among the 12 Tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

### Understandings

- People from the 12 tribal nations of Montana are unique; they may eat different food, wear different clothes, and live in different places.
- There is diversity among American Indians who are members of the same tribe.



Indian Education for All Unit

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- Diverse (traditional) food is eaten and prepared for special celebrations.
- Diverse (traditional) clothing is sewn and prepared for special celebrations.
- Diverse (traditional) shelter and lodging is prepared for special celebrations.

### Essential Questions

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

### Students will be able to...

- name at least one of the 12 tribes of Montana.
- identify and name contemporary ways members of a Montana Indian tribe live today (food, clothing, shelter) through the creation of an individual drawing or pictogram.
- identify and discuss historical ways a Montana Indian tribe lived long ago through historical photographs.
- compare and contrast past ways of living (food, clothing, shelter) with present ways of living; students identify and discuss why they believe the past or present way of living might be important.
- write and label a drawing or pictogram using vocabulary words and discuss the meaning of tribe, shelter, lodging, hunter/gatherers.

### Students will know...

- the name of at least one tribe of Montana Indians.
- Montana Plains Indian people shop for groceries, wear contemporary clothing, and live in frame houses today.
- Montana Plains Indians changed their ways of eating, dressing, and means of shelter over time.

## Stage 2 Assessment Evidence

### Performance Tasks

1. Student will point to or attach a sticker to show a location and say the name of a tribe that lives closest to the classroom community.
2. Each student creates a drawing or picture chart of historical Montana Indian food, clothing, and shelter (one item for each category) before there was store-bought items. Student labels the drawing with vocabulary words.
3. Student creates drawings of contemporary Montana Indian food, clothing, and shelter (one item for each category) to build the awareness and to understand the significance that everyone needs to eat healthy food (from the food pyramid), wear protective clothing, and live in homes that protect us from the elements.
4. Student presents an oral review of both drawings.

This can be an ongoing activity as students learn about other tribes. More geographical locations and landmarks can be incorporated into the lessons. Contrasting period clothing of past and present, as well as present ceremonial dress, may be additional areas students can learn about.

## Stage 3 Learning Plan

### Learning Activities

Review or determine what is a tribe.

Ask students what they know about Montana Plains Indian people and how they used to live long ago (food, clothing, shelter) through discussion and open-ended questions.

Value each idea and record it (KWLH chart); this can be reviewed later in an ongoing manner to rethink and revise to include relevant 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.

Explain the goals of the lesson. Tell students they are going to learn about how tribes of Montana lived long ago and how people from Montana tribes live today. Use a Venn diagram to facilitate a classroom discussion comparing and contrasting how people from one tribe may have lived in the past and how the tribal members live today (Past, Same, Present) or create a classroom pictogram of past and present.



Visual Thinking Strategy (VTS) activity. Display the artwork from Samona Birdinground and facilitate a class discussion. What is going on in this image? What do you see that makes you say that? What more can we find? A larger image is included at the end of the lesson.

Display a map of Montana that shows where the tribes are located. Consider using a Montana map outline manipulative to locate a specific tribe's reservation. Locate the reservation/tribe(s) closest to your school and share a few facts about the tribe (refer to the Materials/Resources section for background information).

Now, have students view the film "Long Ago in Montana." Refer to the teacher guide for instructional strategies for use with the film. This could be done over several days by showing brief clips and facilitating discussions to reaffirm concepts put forth in the video.

### Suggested Assignments

- ✓ Explore the tribe closest to your community to gain an understanding of how members from this tribe live today compared to long ago.

- ✓ Students will create an individual drawing or pictogram of historical Montana Indian food, clothing, and shelter in a booklet form.
- ✓ Students will create an individual drawing or pictogram of contemporary Montana Indian food, clothing, and shelter in a booklet form.
- ✓ Develop a classroom food pyramid to support foods eaten by Montana Indians (meat, vegetables, fruit, grains) past and present. What food needs are the same and what have changed?

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.

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 to share some things learned about that tribe's food, clothing, and shelter. Students take turns speaking about their pictograms, using new vocabulary, describing a celebration (clothes, dance, food, etc.) and key learning expectations from the "Students will know" section. This should be done in complete sentences.

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 art work.

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

Review all literature and films ahead of time to support specific objectives, through websites and library materials.

Invite a tribal member to visit the classroom if possible.

Provide non-stereotypical pictures for classroom use of Montana Indian historical food, clothing, and shelter to represent the tribe by utilizing accurate books, tribal websites, etc. Suggested materials for background information are included in the Materials/Resources section.

## Materials/Resources Needed

[Essential Understandings Regarding Montana Indians](#)

[Long Ago in Montana, Teacher Guide, Transcript](#)

[Indian Education for All Poster Series](#)

[Map of Montana with Reservations](#)

[Montana Indians: Their History and Location](#)

[Birds and People](#) - Crow Story from the *Indian Reading Series*. Birds, like people, differ from each other and do things differently. Illustrations and text show similarities and differences between birds and compare the similarities and differences to Indian tribes and people.

[Teepee Making](#) – Kootenai story from the Indian Reading Series that shows how teepees were made.

For relevant resources check out the following books which were sent to your school library:

- ✓ *American Indian Contributions to the World - Buildings, Clothing, and Art*, by Emory Dean Keoke and Kay Marie Porterfield
- ✓ *American Indian Contributions to the World – Food, Farming, and Hunting* by Emory Dean Keoke and Kay Marie Porterfield
- ✓ *Do All Indians Live in Tipis? Questions and Answers from the National Museum of the American Indian*
- ✓ *A Native American Thought of It: Amazing Inventions and Innovations* by Rocky Landon and David MacDonald

## Visual Thinking Strategy

What is going on in this image?

What do you see that makes you say that?

What more can we find?



Artwork by Samona Birdinground (Apsáalooke) – First place winner of the 2015 IEFA Student Poster Contest