

# Unit 5: Lesson Plans

Time: 5.5–6 hours

## ENDURING UNDERSTANDINGS

- The 1972 Constitution is a key, foundational document that establishes the framework of Montana government.
- Federal, state, tribal, and local governments all serve the people of Montana and affect everyday life.
- Tribal nations possess sovereign powers separate from federal and state governments.
- Every Montanan should learn about the unique cultures and histories of Montana Indians and understand the concept of Indian sovereignty.
- Individual perspectives affect how people understand and describe situations.

## Part 1: Governments and Sovereignty

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### OBJECTIVES

Students will be able to:

- Explain the role of a constitution and why it is a foundational document.
- Describe the rights enshrined in Montana’s state constitution.
- Explain the reasons for governments.
- Explain the relationship between local, state, and federal governments.
- Explain some of the things that governments do.
- Define sovereignty for tribes in Montana.
- Explain the bison’s importance, historically and today.
- Analyze a primary source.
- Match reservations to their tribal seals.
- Give examples of how, in a democracy, the action of a government reflects people’s values.

## Lesson 1: The 1972 Montana Constitution

Time: 1 hours

### MATERIALS

- “Montana’s State Constitution” [Slides](#)
- Computer and projector
- Preamble Phrases (below, p. 239)
- Classroom Constitution Preamble Worksheet (below, p. 240)
- Exit Ticket (below, p. 241)
- [Montana: Stories of the Land](#), by Kryss Holmes (Montana Historical Society Press, 2008), optional

### ASSESSMENT: Exit Ticket

### PRE-LESSON PREPARATION

- Print and cut out strips of phrases from the preamble to the 1972 Constitution. (Make sure there’s one strip for each student. More than one student can have the same material.)
- Review the slideshow and lesson plan.
- Copy and cut out Exit Tickets.
- Gain background information about the Montana Constitution by reading [Chapter 21](#) of *Montana: Stories of the Land*.

## Procedure

### Step 1: Classroom Mingle

1. Pass out the slips, which contain phrases of the preamble to the 1972 Constitution without telling students what they are. Have them conduct a “classroom mingle” by circulating and reading their phrases to one another. When they find someone else with their same phrase, have them circulate together until everyone has located every member of their group.
2. In their small groups, have students work together to put their phrase into their own words (paraphrase it).

3. Have each group, in order, read their phrase to the class and then read their paraphrase. Discuss words they don't know and add them to your word wall.
4. Ask students: Based on our classroom mingle, what do you think we are going to be studying?

## Step 2: Learn about the Constitution

Show the slideshow.

### Slide 1: Introduction

**Slide 2:** What is a constitution? A constitution sets out the principles of government. It explains how the government is going to be organized and lists the rights the government cannot take away.

The United States Constitution is the highest law of the land. The state constitution is the highest law of our state. Laws passed by Congress or the state legislature cannot violate the principles set forth in the U.S. Constitution.

State constitutions cannot contradict the U.S. Constitution.

**Slide 3:** Before Montana became a state in 1889, it held a constitutional convention to write the state constitution.

By 1972, Montanans decided the 1889 constitution needed so many changes that it was time to write a new constitution. All of the seventy-five **delegates** (people elected to write a constitution) in 1889 were men. In 1972, 19 out of the 100 constitutional convention delegates were women. Here is a picture of the 1972 women delegates.

After the constitution was written, Montanans then voted to accept it. Now it's the supreme law of our state.

**Slide 4:** All constitutions begin with a preamble. The preamble explains the purpose of the document. The phrases you read one another and paraphrased were part of the 1972 Montana Constitution's preamble.

Let's read the entire preamble together. Choral read: "We the people of Montana grateful to God for the quiet beauty of our state, the grandeur of our mountains, the vastness of our rolling plains, and desiring to improve the quality of life, equality of opportunity and to secure the blessings of liberty for this and future generations, do ordain and establish this constitution."

**Break it down:** The delegates who wrote the constitution:

1. Are grateful we live in a beautiful place with amazing landscapes
2. Want to improve Montanans' quality of life, make sure all Montanans have the same opportunities, and are free
3. So they wrote the constitution.

**Slide 5:** What's in the main body of the constitution? It starts by explaining that Montana is part of the United States. And it states that the state doesn't govern Indian tribes. Montana tribes are **sovereign** (self-governing).

**Slide 6:** The next Article is the Declaration of Rights. These are rights that Montanans have that the government can't take away. (Note that not all countries recognize the same rights as our state constitution establishes for Montanans.) Here are some of the rights **enshrined** (placed for protection) in the constitution.

Have students take turns reading each right out loud—and as a class, discuss each right before going on to the next one. What does this right mean? What are examples of how this right might be expressed? What questions do students have about the right?

**Pair/share:** If you were writing the constitution, are there any of these rights you would take out? Are there any other rights you would include?

**Slide 7:** The constitution also sets up the rules for government. It says there are three parts of Montana government (just like there are three parts of the United States government.)

**Part 1:** Executive branch. That's the governor in the state or the president in the nation. She or he is the leader of the government and **executes** the laws (make sure they go into effect).

**Ask:** Does anyone know who the president is? Who the governor is?

**Part 2:** Legislative branch. That's the Senate and the House for the United States (called the Congress) and the state senate and state house (called the legislature) for the state. The people elected to the legislative branch pass the laws.

**Part 3:** Judicial branch. That's the courts. The courts interpret the laws (and punish people who don't follow them).

The constitution sets the rules for how the government will function. For example, it says who can vote and who can run for elected office.

**Slide 8:** The constitution also sets certain big tasks for the state. The state has to do these things:

- Maintain a clean and healthful environment
- Guarantee free K-12 education
- Preserve Montanans' ability to hunt and fish
- Teach about and help preserve the unique cultural heritage of American Indians
- Set up institutions needed for the public good (like veterans' homes)

Montana is the **ONLY** state whose constitution requires schools to teach about American Indians. Because of this, we have become a model for the nation.

**Slide 9:** Finally, the constitution explains how we can change the constitution if we don't like it.

**Slide 10:** Credits

### Step 3: Write the Preamble for a Class Constitution

1. Hand out the worksheets. Tell students you aren't going to write a class constitution, but you are going to write a preamble for a class constitution. Have them work in their small groups to complete the worksheet.
2. As a class, go through each group response and agree on final wording, writing the class preamble on the board.

### Step 4: Check for Understanding

Have students complete an Exit Ticket.

**Supplemental Activity:** Show your students the [5-minute video](#) *Putting Indian Voices into the 1972 Constitutional Convention*, in which Blackfeet tribal member and retired director of Indian Education for the Bureau of Indian Affairs Earl Barlow explains how American Indians were able to lobby delegates to include the sentence: "The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity" in the Montana State Constitution.

## Preamble Phrases

Print out and give each student a phrase (more than one student can have the same phrase).

1. We the people of Montana,

2. grateful to God for the quiet beauty of our state,

3. the grandeur of our mountains, the vastness of our rolling plains,

4. and desiring to improve the quality of life,

5. equality of opportunity

6. and to secure the blessings of liberty

7. for this and future generations

8. do ordain and establish this constitution.

Group Member Names: \_\_\_\_\_

## Classroom Constitution Preamble Worksheet

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We the students of \_\_\_\_\_ (your class name)

Grateful for \_\_\_\_\_

\_\_\_\_\_

(what are you grateful for that relates to being in this class/school?)

desiring to improve \_\_\_\_\_

\_\_\_\_\_

(what do you want to improve by coming to this class/school?)

and to secure \_\_\_\_\_

\_\_\_\_\_

(what else do you want to get?)

do ordain and establish this constitution.

## Exit Ticket

Name: \_\_\_\_\_

What is a constitution? \_\_\_\_\_

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What is a right guaranteed by the Montana State Constitution? \_\_\_\_\_

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What is a question you have about the Montana State Constitution (or constitutions in general)?

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## Exit Ticket

Name: \_\_\_\_\_

What is a constitution? \_\_\_\_\_

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What is a right guaranteed by the Montana State Constitution? \_\_\_\_\_

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## Lesson 2: What Do Governments Do?

Time: 30 minutes

### MATERIALS

- Paper, pencils or pens
- Teacher-created signs

### ASSESSMENT: Exit Ticket

### PRE-LESSON PREPARATION

- Review the lesson plan.
- Create three signs (preferably with images) that say “Local Government (city or county)”, “State Government”, and “Federal (National) Government.”

## Procedure

### Step 1: Write Your Way In

1. Ask students to take out a pencil and their writing journals, or a sheet of paper, and date it. Let them know that they will be thinking hard and writing for three minutes nonstop, as soon as you say, “Go!” You will be using a timer and they must keep on going, not lifting their pencils until the five minutes are up. If they are stuck for what to write next, encourage them to write, “I am thinking!” until they think of more to say. Remind them they can use their imaginations! Create a sense of urgency! For this exercise, they should not be concerned with spelling, etc. They should just think and pour out their thoughts on paper.
2. Provide students with the following prompt: “Why do we need governments? What do they do? What would life be like if there were no laws or governments?”
3. When the timer goes off at the end of three minutes, tell students to draw a line where they stopped. (Make sure they save their “Write Their Way Ins”.)
4. Share and discuss: What do governments do?

Answers should include both making laws (rules), enforcing rules, and providing services: for example, running schools, protecting citizens (police/fire), and other things the people’s representatives have decided are important—building roads, helping people in need, etc.

### Step 2: Share Information

1. Explain: There are many different types of governments and they have different types of responsibilities. There are city and county governments (called local governments), state governments, the federal government, and tribal governments.

Let students know you are going to talk about tribal governments later, but first you are going to learn about local, state, and federal governments.

If you completed the lesson on the Montana Constitution, remind students that constitutions set out the big principles—and that governments can’t pass laws that **violate** (break) the constitution. Ask if anyone can remember any of the rights guaranteed by the Montana Constitution. Then explain that the state government cannot pass laws taking away that right. For example, the constitution guarantees the right of everyone to practice their own religion (or no religion), so the state CANNOT pass a law making it illegal to go to a church, mosque, or synagogue or to require everyone to go to church.

Tell students that one way to understand the different three levels of government is through an **analogy** (comparing them to something else). You are going to compare them to a school, a class, and a family.

**Explain:** Think about our school. The principal and school board set rules that everyone in the school has to follow. (For example, all classes start and end at the same time, and during

a fire drill, all the classes have to leave the school.) And all classes get to use the playground equipment, gym, library, and lunchroom. You can compare the school to the federal government. It passes laws that everyone in all fifty states has to follow and it provides services that everyone benefits from.

Think about our classroom. We have rules in our class that might be different from the rules in other classes. We do activities in our class that are different from activities done in other classes. But we all still have to follow school rules. That's like a state. States pass laws that apply to everyone in the state, but those laws can't contradict federal law (just like our classroom rules can't contradict school rules). And the state provides services to the people who live in the state.

Think about your family. Everyone's family has different rules. You might have an earlier or later bedtime, have to do different chores, or get to do different types of activities than your friends. But like your friends, you still have to follow classroom and school rules and you all get to do the same classroom and school activities. That's like the local government. Every county or city passes laws or provides services—these might be the same or different from the laws and services in effect in other cities or counties. But people in these local areas still have to follow state and federal laws and they all still get to benefit from state and federal programs.

All three types of governments pass laws. All three types of governments provide services. And all three types of governments collect **taxes** (money people pay to the government to pay for the services that the government provides).

Local governments are in charge of your city or county (just like parents are in charge of your family). The state government is in charge of

the state (just like the teacher is in charge of the classroom). And the federal government is in charge of the nation (just like the principal is in charge of the school).

One difference is that we vote for the people we want to be in charge in federal, state, and local governments, but we don't vote for our parents, teachers, or principal!

2. Write the words "Legislative," "Executive," and "Judicial" on the white board.

**Explain:** Another difference is that power is divided at each level of government. In our system of government, different people are in charge of passing the laws (the Legislative Branch—U.S. Congress, Montana Legislature, City or County Commission), **executing** (make sure they go into effect) the laws (the Executive Branch—President, Governor, Mayor), and making sure the laws don't violate the Constitution and punishing people who break the laws (the Judicial Branch).

One last thing! Ask: Can the principal make a rule about what time you go to bed? (*NO!*) He or she may like to, but that is a family decision. In the same way, there are some things that the federal government can't make laws about that states or local governments can.

Check for understanding with a thumbs up/middle/down and pause for questions.

### Step 3: Play Three Corners

Tell students that now they know the basics, you are going to play a game.

Tape up your sign for Federal Government in one corner of the room. Put it up high because it is over the other types of government.

Put your sign for State Government in another corner. Put it at eye level because it is between the state and local governments.



Tape up your sign for Local Government in a third corner. Put it lower down because it is below the state and federal governments.

Have students stand up. Tell them you are going to ask a series of questions, and that they should move to the part of the room they think is the right answer. Tell them to listen carefully, because sometimes the answer is in the question. And let them know it is okay if they don't get the right answer—some of these are really tricky!

Read the statements, and after students move to the corner they think represents the right answer, share the correct answers, discuss, and answer questions.

Which government do you think:

- Makes deals with foreign governments or declares war? (FEDERAL)
- Makes laws about whether you have to keep your dog on a leash? (LOCAL)
- Plows the state's highways? (STATE)
- Manages your local park? (LOCAL)
- Manages state parks? (STATE)
- Manages Yellowstone and Glacier National Parks? (FEDERAL)
- Runs the county library? (LOCAL)
- Writes state hunting and fishing regulations? (STATE)
- Writes fishing regulations for the national parks? (FEDERAL)
- Runs the United States Post Office? (FEDERAL)
- Runs the city or county fire department? (LOCAL)
- Decides whether to put a stop sign in front of the school? (LOCAL)
- Gives money to the states that the states use to help people who don't have enough money for food? (FEDERAL) (Let students know that the federal, state, and local governments often work together. There are many examples of the federal government giving the state money for different programs, and of the state giving local governments money for different programs.)
- Makes sure doctors, lawyers, teachers, hairdressers, and people working other jobs have the right education and/or experience to do their jobs well? (STATE)
- Prints money? (FEDERAL)
- Collects garbage (or manages the dump)? (LOCAL)
- Protects endangered species? (FEDERAL)
- Makes sure restaurant kitchens are clean? (LOCAL)
- Makes rules about adoption and foster care? (STATE)
- Can pass laws that don't conflict with either state or federal laws? (LOCAL)
- Can pass laws that don't conflict with federal laws, but CAN conflict with local laws? (STATE) Ask: What do you think happens if the state passes a law that conflicts with a local law? (*The local law can no longer be enforced.*)
- Passed the Americans with Disabilities Act, a law that requires cities to make curbs wheelchair accessible whenever they replace or build new sidewalks? (FEDERAL)
- Helps workers who have been hurt on the job? (STATE)
- Collects taxes? (ALL THREE)

#### Step 4: Write Your Way Out

1. Ask students to retrieve their "Write Your Way In" essays. Tell them they will be writing below the line they drew earlier for this next three-minute nonstop writing period. Tell students that they are going to do another quick write, writing nonstop from the moment you say "Go!" until the timer goes off.
2. Provide students with the "Write Your Way Out" prompt: "What has changed about the way you think about government now that you've completed this lesson? What questions do you still have about how federal, state, and local governments relate to one another?"

## Lesson 3: Tribal Governments and Tribal Sovereignty

**Note:** Portions of this lesson were taken from *Crossing Boundaries Through Art: Seals of Montana Tribal Nations Model Lesson for Grades 3-5*, published by the Montana Office of Public Instruction.

**Time:** 1–2 hours

### MATERIALS

- Computer, projector, and internet access
- Clipboards
- Montana Reservation Map, (below, p. 250)
- Seals of Montana’s Tribal Nations, available to [download](#)
- *Fort Peck Bison Restoration* [Video](#), available on YouTube
- Vocabulary List (p. 249)
- Exit Ticket (p. 251)
- Magnifying glasses, optional
- [Essential Understandings Regarding Montana Indians](#), developed and published by Montana Office of Public Instruction Indian Education for All Unit (revised 2019), optional

### ASSESSMENT: Montana Reservation Map Worksheet and Exit Ticket

#### PRE-LESSON PREPARATION

- Review the lesson plan.
- Print copies of the tribal seals. Place the seals around the room.
- Make copies of the Reservation Map, Vocabulary List, and Exit Tickets, one per student
- Gather clipboards and magnifying glasses (one per student), optional
- Arrange to project video.
- Review *Crossing Boundaries Through Art: Seals of Montana Tribal Nations Model Lesson* for additional information on tribal seals and to see if you want to incorporate other parts of the lesson. You can [download](#) the lesson from the OPI website.
- Review EU 1 and EU 7 in *Essential Understandings Regarding Montana Indians* to learn more about tribal sovereignty, optional.

## Procedure

### Step 1: Hook

1. Tell students that you are a social studies detective and that they are going to become detectives too.

**Teaching Note:** This works best if you ham it up a bit. Put on a fedora. Hold up your magnifying glass.

2. Tell them they are going to examine evidence and record what they notice. Hand out clipboards and magnifying glasses (if you have them) and tell students that you are going to give them ten minutes to collect ten facts. Have them fan out to look at the tribal seals you’ve placed around the room.
3. After ten minutes are up, come back together as a class and have students share some of the facts they’ve gathered.
4. Let students know that you are going to be studying Montana’s tribal nations and governments. The seals are symbols of the tribal nations.

### Step 2. Define Terms

**Teaching Note:** As you define these terms, you may want to add them to a “word wall.”

1. Ask the review question: What do governments do? Answers should include both making laws (rules) and providing services: for example, running schools, protecting citizens (police/fire), and other things the people’s representatives have decided are important—building roads, helping people in need, etc.

Offer the following definition: **Government**—The ruling body of a state or nation.

2. Define **State**: A specific geographical region that has its own government. A state is part of a nation and is governed by its own laws and the laws of the nation.

Have students give examples of states.

3. Define **Nation**: A sovereign country with its own government and laws.

Point out that this definition has another important word: **Sovereign**.

**Explain:** *Sovereign* is the adjective; the noun is *sovereignty*. **Sovereignty** means self-rule. Revisit the definition of **Nation**: a country that has control over what happens within its boundaries (that rules itself). Have students give examples of nations.

**Pair/share:** If you were the leader of a sovereign nation, what would you do? What kinds of laws would you pass or services would you provide?

4. Define **tribe**: A tribe is a group of inter-related people who share a culture, history, language, and geographical region. Have students give examples of tribes.
5. **Ask:** Using the definitions you just learned, how would you define Tribal Nations? (Pair/Share).

Provide the definition. **Tribal nation**: A tribe (or a group of tribes) that is recognized as a sovereign group with a right to self-rule.

Remind students: Long before Europeans arrived in North America, Indian nations lived here and governed themselves. They were sovereign. (The tribes took care of people who needed help, educated their children, defended their territory, etc.— everything sovereign nations do.) After the American colonists created the United States as a sovereign nation, it began negotiating treaties with Indian nations for land.

6. **Review:** What is a treaty?

**Treaties** are agreements between nations.

When the United States made treaties with tribes, it recognized them as sovereign tribal nations.

7. **Explain:** Today, tribes are considered domestic dependent nations.

Define **Domestic**: at home or inside a country.

Define **Dependent**: can't stand alone.

**Ask:** What's the definition of **nation**? (A *sovereign country with its own government and laws*.)

**Ask:** Now you know what each individual word in the phrase means, what do you think "domestic dependent nation" means?

For Indian Nations, it means that they can't do everything that the U.S. government can do (for example, they can't declare war on another country), but they still have significant power to govern themselves.

The federal government sometimes limits what sovereign tribal nations can do—but a state, like the State of Montana, cannot.

Like the United States, Indian nations:

- Elect leaders, who pass laws;
- Have governments that provide services;
- Have court systems to enforce the law.

8. **Explain:** Tribal nations have their own governments. In Montana, sometimes more than one tribe shares a reservation, government, and seal.

**Ask:** Who remembers the name of a reservation in Montana that has more than one tribe? (*Fort Peck, Fort Belknap, Rocky Boy's, and Flathead Reservation*.) On these reservations, the members of two or more tribes are part of one sovereign nation.

### Step 3: Review Vocabulary

1. Pass out the Vocabulary Lists. Have students review the vocabulary words in pairs in preparation for playing "Hot Seat."
2. To play Hot Seat, divide the class into two teams. Choose someone from Team 1 to sit in front of the class with their back to the board

in the “hot seat.” Write one of the vocabulary words on the board. Team 1 teammates will take turns trying to describe the word to their teammate in the hot seat using only one to three words but WITHOUT using the actual word or any of its derivatives. (You may need to remind the person in the hot seat to call on many different teammates.) After 1 minute or when the student guesses the word, choose someone from Team 2 to sit in the hot seat.

#### Step 4: Revisit the Tribal Seals

1. Note that all states and nations have symbols.

**Ask:** What is a symbol?

2. Provide a definition: **Symbol**—an image that represents something else. (Example: a smiley face is a symbol for happiness.) Ask students to come up with other examples of symbols.
3. Point to the U.S. flag. Explain: The flag is a symbol of our country.

**Ask:** Does anyone know what the stars and stripes symbolize? (*The stars symbolize the fifty states that make up the United States. The stripes symbolize the original thirteen colonies that came together to form a new government.*)

The colors on the U.S. flag are also symbolic.

Red symbolizes bravery, white symbolizes innocence, and blue symbolizes justice.

The United States included these symbols on our flag because these are important parts of our history and things we value.

4. **Pair/share:** Based on your detective work, what are some of the things that you think are important to Montana’s Indian nations based on the symbols they’ve put on their seals?
5. Pass out maps. Have students draw lines to match each seal to its appropriate reservation.

#### Step 5. Explore an Example of Exercising Sovereignty

1. Remind students: Earlier you discussed some things you would do if you were the head of a sovereign nation. Your ideas reflect your **values** (what you think is important). The ways tribes exercise their sovereignty (the laws they make, the services they provide) reflect tribal values.

One thing that is very important to all of the Great Plains tribes is the bison.

**Ask:** Is this fact reflected on any of the tribal seals? Which ones? (*Fort Belknap, Fort Peck, Little Shell, and Rocky Boy's*)

**Explain:** Because the bison are important to them, the Fort Peck tribes are using their sovereignty to set aside land for bison habitat.

2. Watch video: *Fort Peck Bison Restoration*.
3. Discuss.
  - What are the Fort Peck tribes doing to protect bison? (*Bringing in genetically pure bison to the reservation, setting aside 13,000 acres for the bison to live*)
  - How is the bison restoration effort at Fort Peck an example of tribal sovereignty? (*The tribal nation has used its resources including land and staff to make this happen.*)
  - Les Bighorn, a game warden for the Fort Peck Fish and Game Department, says in the video: “They took care of us for thousands of years, now it’s our turn to take care of them.” What does he mean by that? How did the bison take care of his people for thousands of years? (*Bison provided much of what Great Plains tribes needed before colonization.*) Have students provide examples of ways the tribes used the bison (see the worksheet included in Unit 2, pp. 54-55).
  - Why do you think the bison are important to the Fort Peck tribes today? (*Because they were central to their way of life historically. Their world*

*and their understanding of themselves as a people are connected to the bison. The bison are also important spiritually.)*

### **Step 6: Check for Understanding**

Have students complete an Exit Ticket.

**Extension Activities:** Watch the Mythbusting videos created by the Confederated Salish and Kootenai Tribes on [Sovereignty](#) and/or [Influence](#) to learn more about tribal sovereignty and government.

## Vocabulary List

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**Dependent:** Can't stand alone

**Domestic:** At home or inside a country

**Government:** The ruling body of a state or nation

**Nation:** A country with its own government and laws (for example, the United States, Canada, Mexico, China)

**Reservation:** An area of land that a tribe or tribes reserved (kept) for their own use

**Sovereign** (adjective): self-governing

**Sovereignty** (noun): self-government, self-rule

**State:** A specific geographical region that has its own government (for example, Montana, California)

**Symbol:** An image that represents something else

**Treaty:** Agreement between nations

**Tribe:** a group of inter-related people who share a culture, history, language, and geographical region (Montana Indian tribes include Crow, Salish, Blackfeet, Pend d'Oreille, Kootenai, Gros Ventre, Assiniboine, Chippewa, Cree, Northern Cheyenne, Sioux, and Little Shell Chippewa)

**Tribal nation:** A tribe or group of tribes that is recognized as having sovereignty.

**Values:** Things a person or group thinks are important

## Vocabulary List

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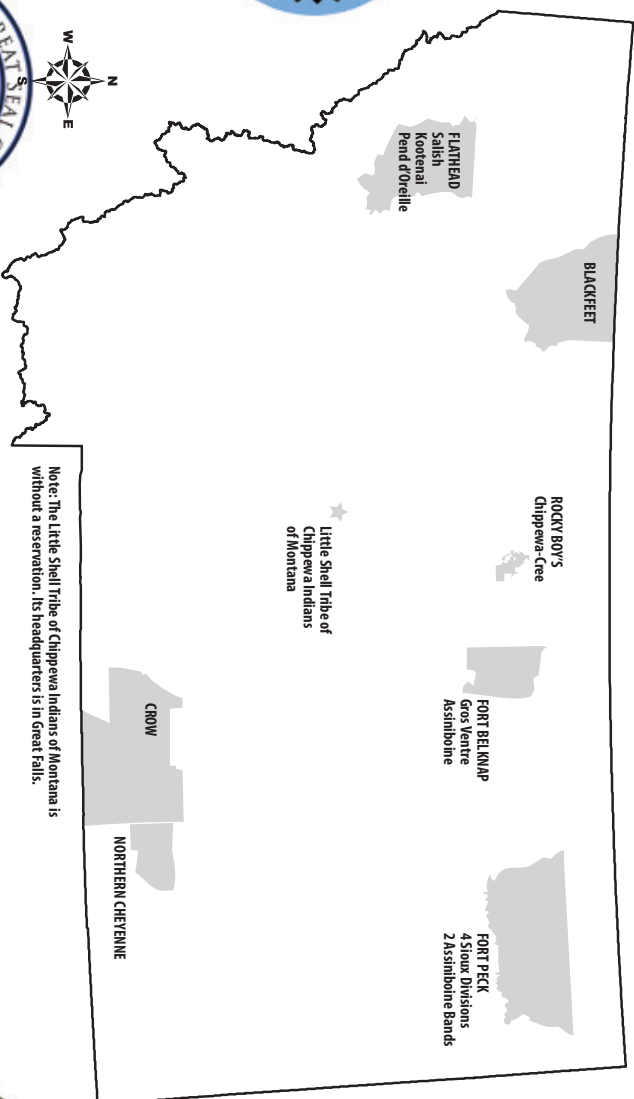


Student Name: \_\_\_\_\_

# Montana Reservation Map



*A People of Vision*



Note: The Little Shell Tribe of Chippewa Indians of Montana is without a reservation, its headquarters is in Great Falls.



**Instructions:**  
Match the tribal seal with the reservation.

## Exit Ticket

Name \_\_\_\_\_

Define the word “sovereignty.” \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What does the term “tribal sovereignty” mean? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is a question you have about tribal sovereignty? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Exit Ticket

Name \_\_\_\_\_

Define the word “sovereignty.” \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What does the term “tribal sovereignty” mean? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is a question you have about tribal sovereignty? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Part 3: The Essential Understandings Regarding Montana Indians

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Time: 3.5 hours

### OBJECTIVES

Students will be able to:

- Explain about the Seven Essential Understandings Regarding Montana Indians.
- Identify Montana tribes and reservations.
- Conduct “close readings” of visual sources.
- Determine the main idea of a text.
- Evaluate accounts of the Battle of the Rosebud/Where the Girl Saved Her Brother.
- Apply Essential Understanding 6: “History is a story most often related through the subjective experience of the teller.”

**Teaching Notes:** Consider extending this unit by ordering the “Montana’s First Peoples: Essential Understandings” footlocker from the Montana Historical Society’s [Hands-on Footlocker program](#).

The footlocker is designed to explicitly teach all seven of the Essential Understandings Regarding Montana Indians. All of the lesson plans can be taught without ordering the footlocker, but are better with the objects included in the footlocker.

If during Unit 3, you did not teach Part 6, Lesson 1 (“Using Math to Understand Land Loss”) consider teaching it as part of this unit.

### Lesson 1: Introducing the Essential Understandings

Time: 45 minutes

#### MATERIALS

- Seven Essential Understandings Regarding Montana Indians (Part 1) [Slides](#)
- Computer and projector
- Tribal Names/Reservation Names List (below, p. 255)
- Montana Tribes and Reservations Test (below, pp. 256-57)
- Test answer key (below, p. 258)

- Computers with internet (one per every two students), optional
- Montana Tribes Learning [Activities](#), optional
- [Essential Understandings Regarding Montana Indians](#), developed and published by Montana Office of Public Instruction Indian Education for All Unit (revised 2019)

### ASSESSMENT: Montana Tribes and Reservations Test

#### PRE-LESSON PREPARATION

- Review the *Essential Understandings Regarding Montana Indians*.
- Check URL for Montana Tribes Learning Activities (if link is broken, search “Montana Tribes Learning Activities”)
- Review the slideshow and the pronunciation of tribal names (pronunciations are available on page 2 of the “Who’s Who” activity on the Montana Tribes Learning Activities page).
- Make copies of the Tribal Names/Reservation Names List and the Montana Tribes and Reservations Test.

### Procedure

#### Step 1: Review Tribal Names

Let students know that at the end of the lesson they will be taking a test on Montana tribes (both government and traditional tribal names) and reservations (the reservation names and which tribes live there). They will need to know the locations, and how to spell the names, of all seven reservations, which they will label on a map. They will also be asked to match historic names of the tribes to the government names of the tribes.

If students have not already learned the names of Montana’s reservations and tribes, or if they need a review, have them work in pairs to complete the Montana Tribes Learning Activities.

**Teaching Note:** There are multiple ways to spell the names that Montana’s tribal nations call themselves. One reason is because of the multiple ways non-Indian explorers, historians, government officials, and others have documented the names

tribes call themselves. Another reason is because tribes maintained their histories and cultures orally, instead of in writing.

For most Montana tribes, writing in their own tribal languages is relatively new. The *Essential Understandings Regarding Montana Indians* provides context for the multiple spellings of tribal names. A wide range of issues regarding diversity, culture, history, and sovereignty have all contributed to the various ways tribal names are spelled in English.

MHS has relied on members of its Tribal Stakeholders Group to select a spelling for tribal names. The Montana Office of Public Instruction relied on members of the Montana Advisory Council for Indian Education to establish spellings on MontanaTribes.org. Recommendations varied, so the way tribal names are written in *Montana: A History of Our Home* does not always match the way tribal names are spelled on the OPI website.

## Step 2: Show Interactive Slideshow

**Slide 1:** Title slide

**Slide 2:** A constitution sets out the big ideas, or principles of government.

If you completed Unit 5, Part 1 on the Montana State Constitution, ask: What are some of the big ideas in the Montana constitution? (*Possible answers: Maintain a clean and healthful environment, guarantee free K-12 education, preserve Montanans' ability to hunt and fish, free speech, right to privacy, right to bear arms, etc.*)

**Slide 3:** The state legislature and governor decide how to make those big ideas a reality. The state capitol in Helena is where they do that work.

**Slide 4:** One of the big ideas included in the 1972 Constitution is this: “The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.” This is a very special thing about Montana—we are the only state that

recognizes the importance of tribal cultures in our constitution.

It is one thing to say: “The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.” To act on this required **legislation** (laws).

In 1999 the legislature passed a law they called Indian Education for All (IEFA). It requires all Montana schools to teach about Montana Indian history and culture. After this law was passed, the state Office of Public Instruction gathered American Indian educators appointed by Montana’s tribal nations to discuss the most important issues regarding Montana tribes that all Montanans need to understand. Together, they came up with a list of seven things they wanted Montanans to know. They call these the Seven Essential Understandings Regarding Montana Indians.

**Slide 5:** Over the next few lessons, we are going to learn about all of the Seven Essential Understandings, but today we are going to focus on Essential Understanding 1: Each tribe is **unique** (special). Each tribe has its own history, culture, and language and they all contribute to modern Montana.

**Slide 6:** There’s lots to know about Montana tribes and their unique cultures—but a good starting point is knowing the names of all the different tribes and the land they reserved for their own use (the reservations). We’ve already studied this—so let’s see what you remember!

Hand out the Tribal Names/Reservation Names List (or if you think your students are geography ninjas, see if they can play without the lists).

Divide the class into two teams for a competition of naming tribes and reservations. Alternate asking teams questions—give the other team a chance to answer if the first team gets it wrong. Each question is worth one point.

Question 1. One Montana tribe doesn't have a reservation. Its headquarters is in Great Falls. What is its name?

**Slide 7:** Little Shell Tribe of Chippewa Indians of Montana (Anishinaabe/Métis)

**Slide 8:** Question 2. What's the name of this reservation and which tribe lives here?

**Slide 9:** Name of the reservation and tribe appears: Northern Cheyenne Reservation/Northern Cheyenne (Tsétséhéstàhese naa Suhtaio)

**Slide 10:** Question 3. What's the name of this reservation and which tribe lives here?

**Slide 11:** Name of reservation and tribe appears: Crow Reservation/Crow (Apsáalooke)

**Slide 12:** Question 4. What's the name of this reservation?

**Slide 13:** Name of reservation appears: Fort Peck Reservation

Question 5. Two tribes share this reservation. Can you name one of them?

Question 6. Can you name the second one?

**Slide 14:** Names of tribes appear: Assiniboiné (Nakoda) and Sioux (Dakota and Lakota)

**Slide 15:** Question 7. What's the name of this reservation?

**Slide 16:** Name of reservation appears: Fort Belknap Reservation

Question 8. Two tribes share this reservation. Can you name one of them?

Question 9. Can you name the second one?

**Slide 17:** Names of tribes appear: Assiniboiné (Nakoda) and Gros Ventre (Aaniiihnen)

**Slide 18:** Question 10. What's the name of this reservation and which tribe lives here?

**Slide 19:** Name of reservation and tribe appear: Blackfoot Reservation/Blackfoot (Piikuni)

**Slide 20:** Question 11. What's the name of this reservation?

**Slide 21:** Name of the reservation appears: Flathead Reservation

Question 12. Name one of the three tribes that live on this reservation for one point.

Question 13. What's another tribe that lives on this reservation?

Question 14. What is the third tribe that lives on this reservation?

**Slide 22:** Names of tribes appear: Salish (Séliš), Kootenai, (Ksanka/Ktunaxa) and Pend d'Oreille, (Qíispé)

**Slide 23:** Question 15. What's the name of this reservation?

**Slide 24:** Name of reservation appears: Rocky Boy's Reservation

Question 16: Two tribes share this reservation. Can you name one of them?

Question 17: Can you name the second one?

**Slide 25:** Name of tribes appear: Chippewa and Cree (Anishinaabe and Neyiowahk)

**Slide 26:** Well done!

**Slide 27:** Credits

### Step 3: Test Student Knowledge

Have students complete the Montana Tribes and Reservations Test.

## Montana's Tribes and Reservations

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### Montana has seven reservations:

Blackfeet Indian Reservation

Crow Indian Reservation

Flathead Indian Reservation

Fort Belknap Indian Reservation

Fort Peck Indian Reservation

Northern Cheyenne Indian Reservation

Rocky Boy's Indian Reservation

**Montana has twelve tribes. Each tribe has a name that the U.S. government uses (an English name). Each tribe also has its own name for itself in its own language.**

### Montana's tribes are:

Assiniboine (Nakoda)

Blackfeet (Piikuni)

Chippewa (Anishinaabe)

Cree (Neyiowahk)

Crow (Apsáalooke)

Gros Ventre (Aaniiihnen)

Kootenai (Ksanka/Ktunaxa)

Little Shell Tribe of Chippewa Indians of Montana (Anishinaabe/Métis)

Northern Cheyenne (Tsétséhéstáhese naa Suhtaio)

Pend d'Oreille (Qíispé)

Salish (Séliš)

Sioux (Dakota and Lakota)

Name \_\_\_\_\_

## Montana Tribes and Reservations Test

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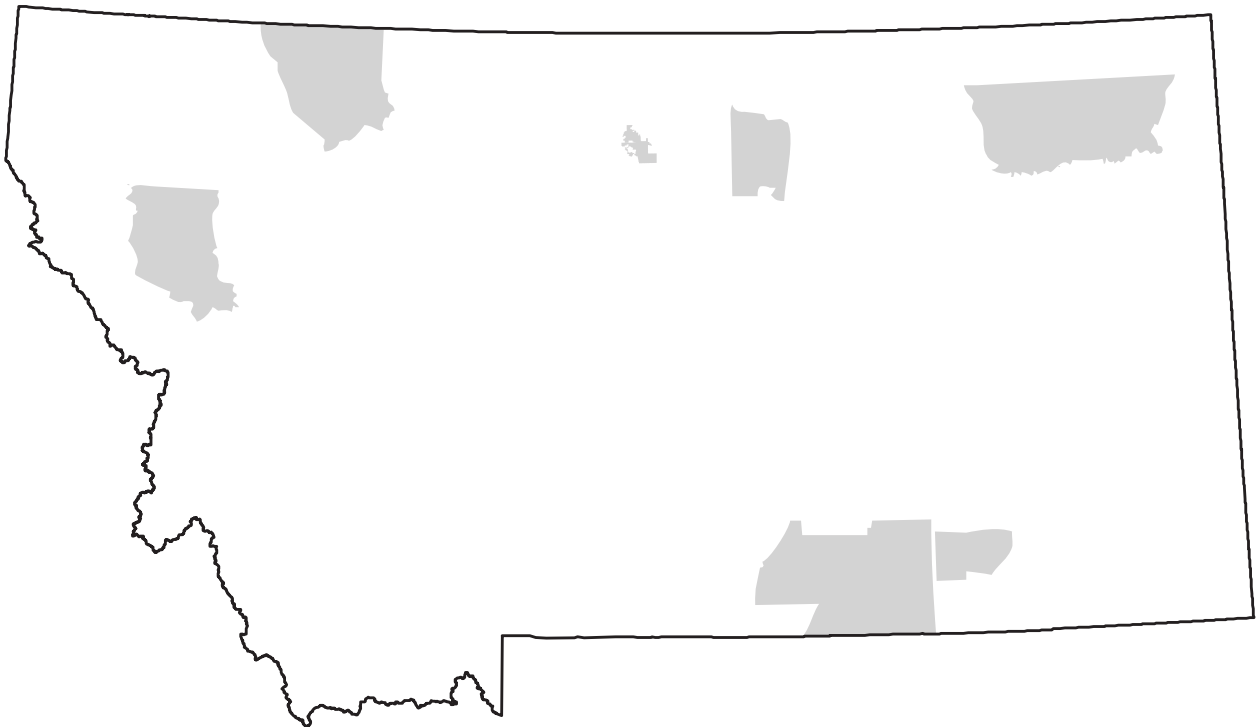
Match the names the tribes call themselves with the name they are referred to by the U.S. government by placing the correct number in the space provided.

_____ Assiniboine	1. Piikuni
_____ Chippewa	2. Neyiowahk
_____ Crow	3. Aaniiihnen
_____ Kootenai	4. Anishinaabe/Métis
_____ Northern Cheyenne	5. Qíispé
_____ Salish	6. Dakota and Lakota
_____ Sioux	7. Nakoda
_____ Blackfeet	8. Ksanka (Ktunaxa)
_____ Cree	9. Annishinaabe
_____ Gros Ventre	10. Apsáalooke
_____ Little Shell Tribe of Chippewa Indians	11. Tsétséhéstàhese naa Suhtaio
_____ Pend d'Oreille	12. Séliš

## Instructions:

1. Label the reservations with their correct names.
2. Match the tribes to the reservations by writing the correct number (or numbers) next to each reservation.

**Hints:** One tribe helps govern two different reservations. One reservation has three different tribes. One tribe does not have a reservation.



1. Assiniboine

2. Blackfeet

3. Chippewa

4. Cree

5. Crow

6. Gros Ventre

7. Kootenai

8. Little Shell Tribe of Chippewa Indians of Montana

9. Northern Cheyenne

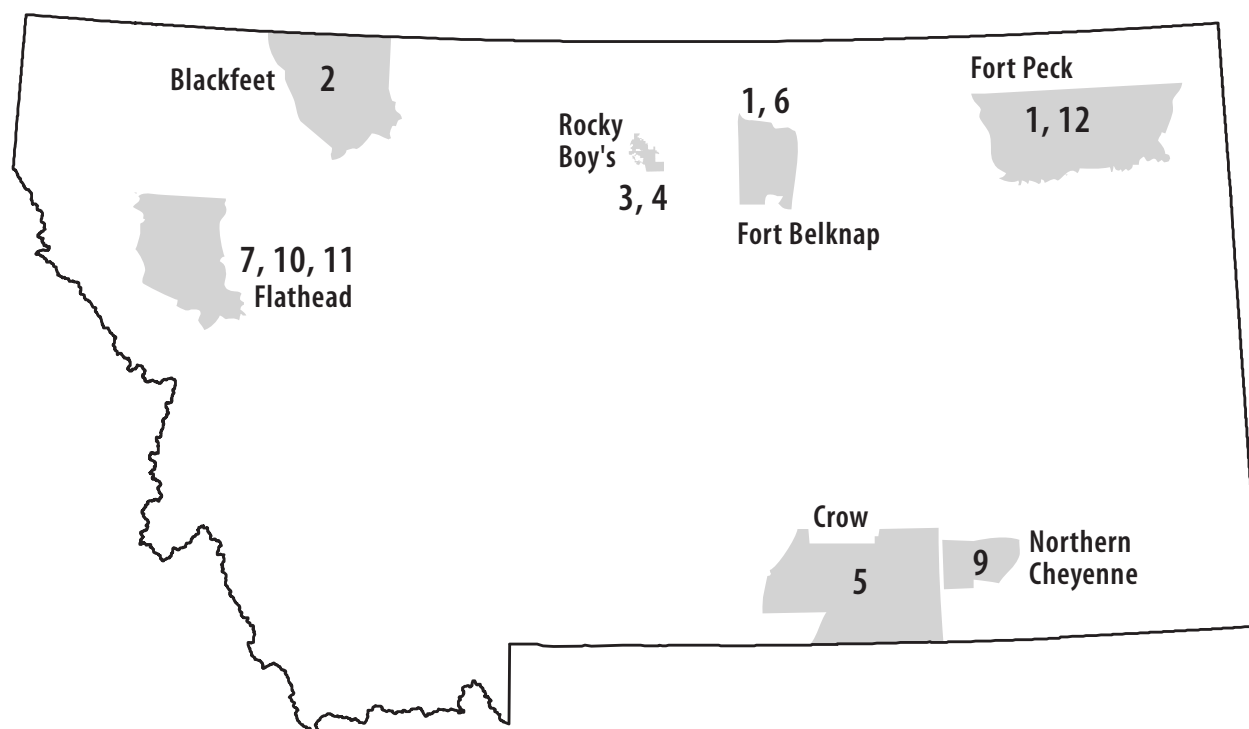
10. Pend d'Oreille

11. Salish

12. Sioux

## Montana Tribes and Reservations Test Answer Key

<u>7</u> Assiniboine	1. Piikuni
<u>9</u> Chippewa	2. Neyiowahk
<u>10</u> Crow	3. Aaniiihnen
<u>8</u> Kootenai	4. Anishinaabe/Métis
<u>11</u> Northern Cheyenne	5. Qíispé
<u>12</u> Salish	6. Dakota/Lakota
<u>6</u> Sioux	7. Nakoda
<u>1</u> Blackfeet	8. Ksanka (Ktunaxa)
<u>2</u> Cree	9. Annishinaabe
<u>3</u> Gros Ventre	10. Apsáalooke
<u>4</u> Little Shell Tribe of Chippewa Indians	11. Tsétséhéstáhese naa Suhtaio
<u>5</u> Pend d'Oreille	12. Séliš



## Lesson 2: More on the Essential Understandings (EUs 2-7)

Time: 40 minutes

### MATERIALS

- EUs 2-7 [Slides](#)
- Computer and projector
- Classroom sets of *Montana: A History of Our Home* also available [online](#).
- Exit Ticket (below, p. 261)
- [Essential Understandings Regarding Montana Indians](#), developed and published by Montana Office of Public Instruction Indian Education for All Unit (revised 2019)

### ASSESSMENT: Exit Ticket

### PRE-LESSON PREPARATION

- Make copies and cut out the Exit Tickets.
- Review the *Essential Understandings Regarding Montana Indians*.

### Procedure

#### Step 1: Show the Interactive Slideshow

**Slide 1:** Title slide

**Slide 2:** Who remembers what the Seven Essential Understandings are?

They are the seven things every Montanan needs to know about Montana Indians. We already learned about Essential Understanding 1: Each tribe is **unique** (special). Each tribe has its own history, culture, and language and they all contribute to modern Montana.

**Slide 3:** The next Essential Understanding is Essential Understanding 2: Not all Indians are the same, even if they are members of the same tribe.

**Pair/share:** What do you think this means?

Make sure the following points come out in discussion: Some Indians may speak their tribal language. Others may speak only English. Some Indians may participate in tribal celebrations or traditional ceremonies. Others do not. Every

individual Indian is different and the way they understand what it means to be a tribal member is unique.

**Slide 4:** Next is Essential Understanding 3:

Traditional tribal beliefs are still important. Some of these traditions have been around for thousands of years—long before Europeans came to this continent. Every tribe has oral histories that are older than, and are as good as, written histories. (This is a picture of Medicine Bear's winter count, which records the history of his Lakota band beginning in 1822.)

If your students studied this winter count as a part of Unit 2, ask them if they remember what any of the symbols mean.

**Slide 5:** Next is Essential Understanding 4:

Indians lived here long before Europeans arrived. Reservations were not given to the tribes. The tribes **reserved** (kept) them for their own use during treaty negotiations. This picture imagines the 1855 treaty negotiation, during which the Salish, Kootenai, and Pend d'Oreille reserved the Flathead Reservation.

**Slide 6:** The U.S. government treated Indian tribes and Indian people differently at different times. Sometimes, the U.S. government respected tribal **sovereignty**.

**Ask:** What does sovereignty mean? (*Sovereignty means the right to govern yourself.*)

**Ask:** Can anyone give an example of times that the U.S. government respected tribal sovereignty? (*During treaty negotiations. Today.*)

Other times, the U.S. government tried to erase tribes altogether.

If your students completed the lessons on boarding schools and allotment, ask: Who can give an example of how the U.S. government tried to erase tribes? (*Boarding schools and allotment.*)

The ways the U.S. government acted toward Indians



continues to affect Indian people today. This is Essential Understanding 5.

**Slide 7:** Next is Essential Understanding 6: A person's point of view shapes the way they understand and explain history. Indian historians often see things differently than non-Indian historians. This is a picture of the site of the Little Bighorn Battle, also called Battle of the Greasy Grass, also called Custer's Last Stand. The battle has so many different names because participants understood the battle and what they were fighting for differently. Historians also have different **perspectives** (points of view) on the battle.

**Pair/share:** Why do you think this is true? Why might Indian historians see things differently from non-Indian historians? (Don't worry if there's confusion. Assure students that you'll explore this particular Essential Understanding in more detail in the next lesson.)

**Slide 8:** Finally, there is Essential Understanding 7: Tribes are sovereign.

**Ask:** What does "sovereign" mean? (*Self-governing.*) They make their own laws and are in charge of governing themselves.

The U.S. flag and the tribal flags shown here represent sovereignty.

If your students completed the lesson on tribal sovereignty, ask: Who remembers one way that the Fort Peck tribes are exercising its sovereignty?

**Slide 9:** Credits

### **Step 2: Read to Review**

Have students read the chapter "Montana's Government and Tribal Nations" in *Montana: A History of Our Home*.

### **Step 3: Check for Understanding**

Have students complete the Exit Ticket.

## Exit Ticket

Name \_\_\_\_\_

Paraphrase one of the Seven Essential Understandings Regarding Montana Indians.

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What is a question you still have about the Essential Understandings Regarding Montana Indians?

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## Exit Ticket

Name \_\_\_\_\_

Paraphrase one of the Seven Essential Understandings Regarding Montana Indians.

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What is a question you still have about the Essential Understandings Regarding Montana Indians?

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## Lesson 3: Rosebud Battlefield or Where the Girl Saved Her Brother?

Time: 2 hours

### MATERIALS

- “Perspectives (EU 6)” [Slides](#)
- Computer and projector
- Pens or pencils
- Viewpoint Worksheets (below, pp. 265-72)
- Exit Tickets (below, p. 273)
- [Essential Understandings Regarding Montana Indians](#), developed and published by Montana Office of Public Instruction Indian Education for All Unit (revised 2019)

### ASSESSMENT: Assignment Sheet and Exit Ticket

#### PRE-LESSON PREPARATION

- Review the lesson plan and download and review the slideshow.
- Divide students into eight mixed-ability groups.
- Make copies of the Viewpoint Worksheets. (Everyone in group A1 will need their own copy of the A1 worksheet. Everyone in group A2 will need their own copy of the A2 worksheet, etc.)
- Make copies and cut out the Exit Tickets.
- Review Essential Understanding 6, in *Essential Understandings Regarding Montana Indians*.
- Familiarize yourself with Visual Thinking Strategies (VTS). Developed first as a way to engage students in analyzing fine art, this technique uses “open-ended questioning and student-centered facilitation techniques, including strategies for listening and paraphrasing, to create student-driven and engaging group discussion environments.” It also engages “students in discourse . . . with an emphasis on providing evidence while considering and building off the contributions and perspectives of their peers.” If you are new to the technique, you can find a [PowerPoint](#) explaining it here.

### Procedure

#### Step 1: Analyze Images Using Visual Thinking Strategies

1. Project [Slide 2](#) of the slideshow, the ledger

drawing from the Spotted Wolf-Yellow Nose ledger of Buffalo Calf Road Woman rescuing her brother.

2. Have students analyze it using Visual Thinking Strategies.

Give the students time to observe it individually and silently (1–2 minutes). Then ask the simple question: **“What is going on here?”** It is important to ask this question using these exact words. Once a student volunteers to share what he or she sees, paraphrase his or her answer: “I hear you saying...”

You can also have a student expand on what they see by saying: **“What do you see that makes you say that?”** Again, paraphrase the best you can the student’s answer before moving on to the next student.

If things start to become quiet, ask the question: **“What more can you find?”** Again, it is important to use this exact phrasing, so that the question implies that the observation is not only with the eyes (as in “what more can you see”), but also with the emotions and other senses. Again, paraphrase student answers before asking (if relevant): **“What do you see that makes you say that?”**

Plan on spending about five minutes discussing the image. Understand that there will be some silence as students think of what else they can find.

3. Project [Slide 3](#) and repeat the process with the 1883 engraving *Surrounded—Desperate Charge of Gen. Crook’s Cavalry at the Battle of the Rosebud*.

#### Step 2: Explore Context

1. Show slides 4-7 of the slideshow.

[Slide 4:](#) The Great Sioux War took place in 1876 and 1877. The United States wanted ownership of the Black Hills, and the Lakota (Sioux) and Northern Cheyenne refused to give up their claims to the

territory. The war had many battles. The most famous was the Battle of the Little Bighorn, where the Lakotas and Northern Cheyennes defeated the U.S. Seventh Cavalry, led by Lieutenant Colonel George Armstrong Custer. Even though the Lakotas and Northern Cheyennes won this important battle, they ultimately were forced onto reservations.

**Slide 5:** Eight days before the Battle of the Little Bighorn there was another battle. This one was between the forces of General George Crook and Northern Cheyenne and Lakota warriors led by Crazy Horse. Among the Northern Cheyennes, the battlefield became known as Where the Girl Saved Her Brother. The girl was Buffalo Calf Road Woman, a young mother, who rode onto the battlefield after soldiers shot her brother's horse. Amid a shower of arrows and bullets, she helped her brother onto her horse and carried him to safety. Thirty-nine Lakota and Northern Cheyenne warriors died in battle and another sixty-three were wounded. Despite these losses, the Lakota and Northern Cheyenne believed that they won the battle, and this victory helped them rally their warriors a week later to fight at the Little Bighorn.

**Slide 6:** General Crook did not call the battle Where the Girl Saved Her Brother. He called it the Rosebud Battle because it took place along Rosebud Creek. Ten of his men died and twenty-one were wounded. Crook insisted that he won the battle, because at the end of the fighting he held the field. Other U.S. military officers later criticized Crook for not pursuing the Lakota and Cheyenne and scattering their camp.

**Slide 7:** These two pieces of artwork both show the same battle (the Rosebud Battle/Where the Girl Saved Her Brother).

We know the one on the left was drawn by a Northern Cheyenne artist, but we don't have the artist's name. It shows Buffalo Calf Road Woman rescuing her brother through a hail of bullets. Buffalo Calf Road Woman wears an elk tooth dress.

Her brother, Comes in Sight, wears a war bonnet.

Who do you think is the hero of this drawing?  
I think it is Buffalo Calf Road Woman. The "bad guys" are the soldiers shooting at her.

The one on the right is called *Surrounded—Desperate Charge of Gen. Crook's Cavalry at the Battle of the Rosebud*. It is an engraving created by John Karst after a drawing created by an artist named James Taylor. Both Karst and Taylor were Euro-American artists.

Who do you think is the hero of this drawing?  
I think it is the man on the white horse. That is General George Crook. The "bad guys" are the Indians attacking him.

These pictures show scenes from the same battle, the one the U.S. government called the Rosebud Battle and the one the Northern Cheyenne called Where the Girl Saved Her Brother.

2. **Pair/share:** Answer questions: How did **perspective** (point of view) shape the pictures? The name of the battlefield? The way each side thought about the battle (and the war)?

### Step 3: Circle of Viewpoints

1. Divide students into eight groups. Give everyone in Group A1 a copy of Worksheet A1. Give everyone in Group A2 a copy of Worksheet A2, etc.
2. Tell students that they are taking on the role of a journalist. They are going to learn a little about a particular perspective and then report about it as clearly and articulately as they can.
3. Circulate and help students talk through and create a script following the template on their worksheet. Make sure EVERY student writes down notes because each student will be sharing his/her assigned viewpoint.
4. After students have completed their worksheets, have both Group As meet in one

corner of the room, both Group Bs meet in another corner, both Group Cs meet in another corner, and both Group Ds meet in the fourth corner. Give the two groups (A1 and A2, B1 and B2, etc.) one minute to share their scripts with each other.

5. Re-divide the class into groups of four students each. Each group should have a representative from an A group (either A1 or A2), a B group (either B1 or B2), a C group (either C1 or C2), and a D group (either D1 or D2.) Have students share their scripts with one another in their small groups.
6. Discuss as a whole group. How did the perspectives differ? Why did the perspectives differ? What disturbed, interested, or confused you? What new ideas do you have about the topic that you didn't have before? What new questions do you have?

#### **Step 4: Connecting the Lesson to the Essential Understandings**

1. Conduct a close reading of Essential Understanding 6 with students. Explain: In an earlier lesson, we learned about the Seven Essential Understandings.

Show **Slide 8**. Here's the full text of Essential Understanding 6: "History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from American Indian perspectives frequently conflicts with the stories mainstream historians tell."

2. **Ask:** What does this mean? What does this have to do with the lesson we just finished on the Battle of the Rosebud/Where the Girl Saved her Brother?

**Teaching Note:** You may want to have students write for five minutes on these questions before holding the class discussion.

3. Have students complete an Exit Ticket.

**Extension Activities:** Have students create concept maps of the word "perspective."

Name: \_\_\_\_\_

## Group A1. Assignment Sheet

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**Instructions:** You are a newscaster visiting the Lakota camp just after the Battle of the Rosebud/Where the Girl Saved Her Brother. Below are notes from an interview you conducted with a Lakota warrior. Read them and underline the phrases that show what he believes.

### Interview with a Lakota Warrior

Eight years ago, our leaders negotiated a treaty with the United States government at Fort Laramie. We agreed to let railroads and wagon trains cross our land. The United States promised to keep outsiders from moving into our territory to stay.

Then two years ago, only a few years after we signed this treaty, soldiers found gold in our sacred Black Hills. Miners and others rushed to the area. The government tried to make a new bargain with us, but we refused. We did not want to give up our land. We did not want the miners and ranchers to come, build houses and stores, dig mines, pollute our water, use our grass for their cows and horses, or hunt our game.

The United States government did not care. They sent soldiers to force us off our hunting grounds and onto a reservation. We prepared ourselves for battle.

A few days ago, we were between Rosebud Creek and the Little Bighorn Rivers when the U.S. Army came for us. By treaty, we had the right to be there, but the whites had proven that they did not care about the treaty. We knew they had come to fight.

Our scouts spotted the army troops before they saw us, so we prepared ourselves for battle. The battle lasted eight hours. We lost twenty-six warriors that day, but we forced our enemies to retreat. After the battle was over there were feasts and dances in all our camps.

**Instructions:** Prepare your report by answering the following questions:

**1. I interviewed** a Lakota warrior.

**2. He believes** \_\_\_\_\_

\_\_\_\_\_  
[Describe the event from his point of view. Make sure to explain why they are fighting.]

**3. Some things that shape his point of view are** \_\_\_\_\_

\_\_\_\_\_  
[Write something you learned about this person's past, present, or dreams for the future.]

**4. A question you have from this viewpoint is** \_\_\_\_\_

\_\_\_\_\_  
[Ask a question from this viewpoint.]

Name: \_\_\_\_\_

## Group A2. Assignment Sheet

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**Instructions:** You are a newscaster visiting the Northern Cheyenne camp just after the Battle of the Rosebud/Where the Girl Saved Her Brother. Below are notes from an interview you conducted with Buffalo Calf Road Woman. Read them and underline the phrases that show what she believes.

### Interview with Buffalo Calf Road Woman

My name is Buffalo Calf Road Woman. I am married to Black Coyote. We have a daughter. We know that the whites want us to go to the reservation, but there is not enough game there. How would we eat? This is good hunting land and we have a right to be here. Our parents hunted here. So did our grandparents. Why should we leave it?

My friends have told me how whites behave in war. They kill children and even babies. They kill the sick and the elderly. They kill us when we say we want peace. If we are going to die, we should die fighting.

A few months ago, the soldiers burned one of our villages. Since then, our chiefs are careful to post lookouts. We do not want the soldiers sneaking up on us ever again. Yesterday, we discovered the soldiers coming for us, so we decided to attack them first in order to save ourselves. We will not sit back and let them take what is ours.

At the beginning of yesterday's battle, I watched from the hillside with some of the other women, singing to encourage our warriors. Then I saw it. One of the soldiers shot my brother Comes in Sight's horse. Comes in Sight was in danger.

I grabbed a horse and rode into the heart of the battle. Arrows and bullets were flying, but I helped my brother onto my horse and carried him to safety.

I am sure we will have to fight the whites again. When we do, I will carry a rifle and fight alongside my husband.

**Instructions:** Prepare your report by answering the following questions:

**1. I interviewed** Buffalo Calf Road Woman.

**2. She believes** \_\_\_\_\_

\_\_\_\_\_  
[Describe the event from her point of view. Make sure to explain why she is fighting.]

**3. Some things that shape her point of view are** \_\_\_\_\_

\_\_\_\_\_  
[Write something you learned about this person's past, present, or dreams for the future.]

**4. A question you have from this viewpoint is** \_\_\_\_\_

\_\_\_\_\_  
[Ask a question from this viewpoint.]



Name: \_\_\_\_\_

## Group B1. Assignment Sheet

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**Instructions:** You are a newscaster visiting the Northern Cheyenne camp just after the Battle of the Rosebud/Where the Girl Saved Her Brother. Below are notes from an interview you conducted with a Cheyenne elder. Read them and underline the phrases that show what she believes.

### Interview with a Cheyenne Elder

In 1851, we lived far south of here. Our people had signed a treaty with the United States, but then gold seekers came onto our land. We wanted peace, so our chiefs signed a new treaty giving up two-thirds of our territory. In May 1864, we were hunting buffalo when we saw soldiers approaching our camp. Our chiefs, Lean Bear and Star, went to talk to them, to assure them we were peaceful, but the soldiers shot them before they had a chance to speak.

This was clearly an act of war. We did not want war, but we were willing to fight to defend ourselves. And we did. After a few months, we went to meet with the army at Fort Lyons to negotiate a peace agreement.

We set up camp. Our chief, Black Kettle, flew an American flag over his lodge to show he wanted peace with the United States, but soldiers attacked anyway. Most of our warriors were away when the attack came. The soldiers killed over 100 people, mostly women and children.

I survived, but I lost my husband, my sister, and my child. I traveled north with other survivors. Our northern cousins took us in and comforted us as we mourned our dead.

Life was good before the whites came into our country. I wish things could be like they were when I was a child. Game was plentiful before the whites came.

A few months ago, soldiers attacked our camp along the Powder River. The soldiers burned our lodges, but our warriors were able to save our horses. After that fight, we joined with the Lakotas.

During yesterday's battle, our warriors fought bravely. During the battle I prayed for their success.

**Instructions:** Prepare your report by answering the following questions:

**1. I interviewed** a Cheyenne elder.

**2. She believes** \_\_\_\_\_

\_\_\_\_\_  
[Describe the event from her point of view.]

**3. Some things that shape her point of view are** \_\_\_\_\_

\_\_\_\_\_  
[Write something you learned about this person's past, present, or dreams for the future.]

**4. A question you have from this viewpoint is** \_\_\_\_\_

\_\_\_\_\_  
[Ask a question from this viewpoint.]



Name: \_\_\_\_\_

## Group B2. Assignment Sheet

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**Instructions:** You are a newscaster visiting the Lakota camp just after the Battle of the Rosebud/Where the Girl Saved Her Brother. Below are notes from an interview you conducted with a Lakota elder. Read them and underline the phrases that show what he believes.

### Interview with a Lakota Elder

I am old enough to remember when the Plains were rich with buffalo. Then the whites came. I watched as thousands of wagons traveled west. Their horses and cows ate the grass the buffalo needed. They cut the trees and shrubs along the river bottoms that we needed in wintertime. They hunted our game.

Over ten years ago, whites started traveling along a route that they called the Bozeman Trail. They said they were heading to a place they called Virginia City to look for gold.

We knew how much damage whites could do, even when they were just passing through. We did not want them to pass through this land. They had already destroyed our hunting grounds to the south. This was the last good hunting grounds we had left. If we couldn't hunt, we would starve!

I was one of the warriors who stopped the first wagon train along the Bozeman Trail in 1863. We told them they could not cross our territory. We said that if they turned back, we would not harm them. We promised war if they did not listen. They turned back, but the next year, more wagon trains came, this time escorted by soldiers.

We once again warned the whites to turn back or face death, but they did not listen. We had tried talking. For the survival of our people, and the health of our children, we had to fight. The next four summers, I fought with Red Cloud, one of our great war leaders. Finally, the United States understood we were serious. They agreed to negotiate a peace treaty with us in 1868. The treaty promised us that whites would stay off our land, and we were happy.

A few years ago, the whites broke the treaty. Now our young men must fight them again.

**Instructions:** Prepare your report by answering the following questions:

**1. I interviewed** a Lakota elder.

**2. He believes** \_\_\_\_\_

\_\_\_\_\_  
[Describe the event from his point of view. Make sure to explain why they are fighting.]

**3. Some things that shape his point of view are** \_\_\_\_\_

\_\_\_\_\_  
[Write something you learned about this person's past, present, or dreams for the future.]

**4. A question you have from this viewpoint is** \_\_\_\_\_

\_\_\_\_\_  
[Ask a question from this viewpoint.]

Name: \_\_\_\_\_

## Group C1. Assignment Sheet

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**Instructions:** You are a newscaster visiting General Crook's camp just after the Battle of the Rosebud/Where the Girl Saved Her Brother. Below are notes from an interview you conducted with General George Crook. Read them and underline the phrases that show what he believes.

### Interview with General George Crook

I feel sorry for the Indians, I do. They had their way of life and it suited them. However, they must make room for civilization and progress. It is our destiny to settle and occupy this great land.

Right now, good people—farmers, ranchers, and freighters—are scared to leave their homes without protection. They are scared that Indians will murder them in their sleep. These wild Indians, who insist on roaming the countryside, must be punished, and that is what I intend to do.

The Indians must go to their reservations and stay there, but I know that they will not give up their old ways easily. Some people in the East think I'm cruel for attacking villages where there are women and children. I know, though, that this is the only way to force the Sioux and their allies onto reservations.

In addition to my troops, I am lucky to have experienced Indian scouts with me, who know the countryside. My scouts are members of the Crow and the Shoshone tribes. They have their own quarrels with the Sioux and are willing to fight with us against their long-time enemies.

It was the Indian scouts who alerted us to the attack at the Rosebud on June 17, and they fought bravely beside my men. After six hours of fierce fighting, we forced the Sioux and Cheyenne to retreat. However, we were in no position to follow them. Our rations and our ammunition were running low. That's why I am waiting here for supplies and reinforcements.

The Sioux are good fighters, but they have no idea how strong we are or how big an army we can bring onto the field. I am sure we will win in the end.

**Instructions:** Prepare your report by answering the following questions:

**1. I interviewed** General George Crook.

**2. He believes** \_\_\_\_\_

\_\_\_\_\_  
[Describe the event from his point of view. Make sure to explain why they are fighting.]

**3. Some things that shape his point of view are** \_\_\_\_\_

\_\_\_\_\_  
[Write something you learned about this person's past, present, or dreams for the future.]

**4. A question you have from this viewpoint is** \_\_\_\_\_

\_\_\_\_\_  
[Ask a question from this viewpoint.]

Name: \_\_\_\_\_

## Group C2. Assignment Sheet

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**Instructions:** You are a newscaster visiting General Crook's camp just after the Battle of the Rosebud/Where the Girl Saved Her Brother. Below are notes from an interview you conducted with a U.S. Army private. Read them and underline the phrases that show what he believes.

### Interview with a U.S. Army Private

I was born in Denmark to a poor family. I could not get ahead there, so I decided to move to the United States. I thought there would be more opportunities in the U.S., but my timing was bad. In 1873, the year I arrived, banks and businesses were closing, people were losing their life savings, and jobs were impossible to find. Without work, I couldn't eat. I didn't want to starve, so I joined the army.

Once I signed my enlistment papers, I was issued my uniform. The rough boots gave me blisters and the heavy, wool underwear makes me itch, especially when it is hot. Once I made it out West, I spent most of my time working around the fort, waiting for something to happen. They don't tell you this, but being a soldier is really boring most of the time. Oh, and the food is terrible!

This June, though, we have been on the move. The Indians move fast and it is hard to catch them. Most of the time, they won't stand and fight—instead they make quick raids and run away. That's why I was surprised when they let us have a real battle at the Rosebud.

When you are in the heat of battle, you fight for your brothers in arms. That's how I felt at the Rosebud battle. It went on for six hours. Ten good men died that day, and another twenty-one were wounded. I've heard the general is going to give us some time to recover before we have to fight again. I hope so!

**Instructions:** Prepare your report by answering the following questions:

**1. I interviewed an army private.**

**2. He believes** \_\_\_\_\_

\_\_\_\_\_  
[Describe the event from his point of view. Make sure to explain why they are fighting.]

**3. Some things that shape his point of view are** \_\_\_\_\_

\_\_\_\_\_  
[Write something you learned about this person's past, present, or dreams for the future.]

**4. A question you have from this viewpoint is** \_\_\_\_\_

\_\_\_\_\_  
[Ask a question from this viewpoint.]

Name: \_\_\_\_\_

## Group D1. Assignment Sheet

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**Instructions:** You are a newscaster visiting the mining community of Virginia City just after the Battle of the Rosebud/Where the Girl Saved Her Brother. Below are notes from an interview you conducted with a miner. Read them and underline the phrases that show what he believes.

### Interview with a Miner

I came to Montana in 1866 over the Bozeman Trail. I was on the same train as the Thomases. I mention them because poor Charley Thomas was only eight years old when the Indians murdered him and his father William.

We traveled together in large trains for protection. The Indians attacked us on the trail, but the army was there to fight them off. Sadly, William decided we were moving too slowly. A week after William's wagon left our train, we found his body shot with thirteen arrows. Charley was shot three times. We buried them and placed a headstone.

Charley was a young innocent. He did not deserve to die. Neither did William, of course. All they wanted was a new life. William had decided to follow his brother to Virginia City after his wife and their twin babies died. Even though he must have missed his ma, young Charley was a cheerful lad. He always chipped in around camp and did his chores without complaining. William was a fine Christian and a brave man.

William and Charley didn't make it to Virginia City, but I did. I mined for a while, but I never struck it rich. I did find enough gold to open my own little store. I married a few years back and now I have an eight-year-old boy of my own—the same age Charley was when he died.

The Indians had no reason to kill the Thomases or attack our train. They are savages. They don't mind killing women and children and they love to steal, especially horses. Making treaties with the Indians won't do. They never keep their word.

I'm glad the army is finally taking the Indian threat seriously. We won't be safe until they are all put on reservations and made to stay there.

**Instructions:** Prepare your report by answering the following questions:

**1. I interviewed a miner.**

**2. He believes** \_\_\_\_\_

\_\_\_\_\_  
[Describe the event from his point of view. Make sure to explain why they are fighting.]

**3. Some things that shape his point of view are** \_\_\_\_\_

\_\_\_\_\_  
[Write something you learned about this person's past, present, or dreams for the future.]

**4. A question you have from this viewpoint is** \_\_\_\_\_

\_\_\_\_\_  
[Ask a question from this viewpoint.]

Name: \_\_\_\_\_

## Group D2. Assignment Sheet

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**Instructions:** You are a newscaster visiting a ranch family in Montana Territory just after the Battle of the Rosebud/Where the Girl Saved Her Brother. Below are notes from an interview you conducted with a rancher. Read them and underline the phrases that show what he believes.

### Interview with a Rancher

I became a cowboy at thirteen and I came to Montana Territory in 1866. I was one of the cowboys who worked for Nelson Story. He brought the first herd of longhorns up from Texas.

This country is made for raising cattle! Down in Texas, there were too many cows competing for too little grass. In Montana Territory, there is rich grass, free for the taking.

I saved my money and bought a few sheep. I sold the sheep's wool and used that money to buy some cattle. Now I have a small ranch of my own. I plan to get rich here, raising cattle. I can't wait until the railroad arrives. That will make it easier for me to get my cattle to the East where people are hungry for beef.

This is a great country. There is land and grass as far as the eye can see. The Indians don't know how to use it. Before whites came, they roamed from place to place, trying to survive by hunting. Hunting isn't going to make anyone rich, though, and it can't feed as many people as farming and ranching can. This land can feed so many people if we use it to raise cattle, and there are lots of people back east who need the food we can raise.

The army needs to bring the Indians under control. They steal my stock and they make the trails unsafe. They need to stay on the reservations where they belong.

**Instructions:** Prepare your report by answering the following questions:

**1. I interviewed** a rancher.

**2. He believes** \_\_\_\_\_

\_\_\_\_\_  
[Describe the event from his point of view. Make sure to explain why they are fighting.]

**3. Some things that shape his point of view are** \_\_\_\_\_

\_\_\_\_\_  
[Write something you learned about this person's past, present, or dreams for the future.]

**4. A question you have from this viewpoint is** \_\_\_\_\_

\_\_\_\_\_  
[Ask a question from this viewpoint.]

## Exit Ticket

Name \_\_\_\_\_

Why do you think there were so many different perspectives on the Rosebud Battle/Where the Girl Saved Her Brother? \_\_\_\_\_

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Do you think the battlefield should be called Where the Girl Saved Her Brother or the Rosebud Battlefield or something else? Why? \_\_\_\_\_

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## Exit Ticket

Name \_\_\_\_\_

Why do you think there were so many different perspectives on the Rosebud Battle/Where the Girl Saved Her Brother? \_\_\_\_\_

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Do you think the battlefield should be called Where the Girl Saved Her Brother or the Rosebud Battlefield or something else? Why? \_\_\_\_\_

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## Unit 5 Content Standards and Essential Understandings

Unit 5 ►	Part 1	Part 2	Part 3
<b>Montana State Standards for Social Studies</b>			
<b>Civics</b>			
<b>SS.CG.4.2.</b> Practice deliberative processes when making decisions as a group	X		
<b>SS.CG.4.3.</b> Describe how rules, laws, and policies are implemented by local, state, national, and tribal governments		X	
<b>SS.CG.4.4.</b> Define sovereignty for tribes in Montana		X	
<b>SS.CG.4.5.</b> Identify key foundational documents in Montana's government	X		
<b>Geography</b>			
<b>SS.G.4.2.</b> Identify and label the tribes in Montana and their indigenous territories, and current locations		X	X
<b>SS.G.4.3.</b> Investigate the physical, political, and cultural characteristics of places, regions, and people in Montana		X	
<b>History</b>			
<b>SS.H.4.1.</b> Understand tribes in Montana have their own unique histories			X
<b>SS.H.4.2.</b> Identify events and policies that have impacted and been influenced by tribes in Montana		X	X
<b>SS.H.4.3.</b> Explain how Montana has changed over time given its cultural diversity and how this history impacts the present			X
<b>SS.H.4.4.</b> Describe how historical accounts are impacted by individual perspectives			X
<b>English/Language Arts Standards » Reading Informational Text » Grade 4</b>			
<b>CCSS.ELA-Literacy.RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.			X
<b>CCSS.ELA-Literacy.RI.4.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	X	X	X

## Unit 5 Content Standards and Essential Understandings (continued)

Unit 5 ►	Part 1	Part 2	Part 3
<b>CCSS.ELA-Literacy.RI.4.9.</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			X
<b>CCSS.ELA-Literacy.RI.4.10.</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			X
<b>English Language Arts Standards » Writing » Grade 4</b>			
<b>CCSS.ELA-Literacy.W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.			X
<b>English Language Arts Standards » Speaking &amp; Listening » Grade 4</b>			
<b>CCSS.ELA-Literacy.SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	X	X	X
<b>CCSS.ELA-Literacy.SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		X	X
<b>English Language Arts Standards » Reading Fundamentals » Grade 4</b>			
<b>CCSS.ELA.RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.	X		X
<b>IEFA Essential Understandings</b>			
<b>Essential Understanding 1</b> 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.			X
<b>Essential Understanding 2</b> 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.			X



## Unit 5 Content Standards and Essential Understandings (continued)

Unit 5 ►	Part 1	Part 2	Part 3
<b>Essential Understanding 3</b> 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 pre-date the “discovery” of North America.		X	X
<b>Essential Understanding 4</b> Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.			X
<b>Essential Understanding 5</b> Federal policies, put into place throughout American history, have affected Indian people and still shape who they are today. Much of Indian history can be related through several major federal policy periods: Colonization Period 1492 - Treaty Period 1789 - 1871 Allotment Period 1887 - 1934 Boarding School Period 1879 - - - Tribal Reorganization Period 1934 - 1958 Termination Period 1953 - 1988 Self-determination 1975 – current			X
<b>Essential Understanding 6</b> History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.			X
<b>Essential Understanding 7</b> 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.		X	X
<b>Art Anchor Standards</b>			
<b>#7.</b> Perceive and analyze artistic work		X	