

Unit 5: Montana's Government and Tribal Nations

Grade Level: 4–6

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.

Contents

Part 1: The 1972 Montana Constitution, p.1

Description: Students will learn about the 1972 Montana State Constitution by paraphrasing the preamble and through a PowerPoint presentation and then writing a preamble for a class constitution. (1 hour)

Part 2: Governments and Sovereignty

Lesson 1: What Do Governments Do?, p. 7

Students explore the differences between local, state, and federal governments. (30 minutes)

Lesson 2: Tribal Sovereignty, p. 10

Students explore the governmental seals of Montana's tribal nations, learn the definition of sovereignty, and learn one way the tribes of the Fort Peck reservation are exercising tribal sovereignty. (1 hour)

Part 3: Essential Understandings Regarding Montana Indians

Lesson 1: Montana Tribes (EU 1), p. 15

Students will learn how the Essential Understandings Regarding Montana Indians (EUs) came to be and review and be tested on the names of Montana's twelve tribes and seven reservations. (30-60 minutes)

Lesson 2: More on the Essential Understandings (EUs 2-7), p. 21

Students will be introduced to EUs 2-7 in an interactive PowerPoint. (40 minutes)

Lesson 3: Rosebud Battlefield or Where the Girl Saved Her Brother?, p. 24

Students explore EU 6 and issues of perspective more thoroughly by investigating differing perspectives on the Battle of the Rosebud/Where the Girl Saved Her Brother. (2 hours)

Content Standards, p. 35

Part 1: The 1972 Montana Constitution

Lesson 1: Montana's Constitution

Time: 1 hour

Materials

- [PowerPoint](https://mhs.mt.gov/education/Elementary/Constitution.pptx): <https://mhs.mt.gov/education/Elementary/Constitution.pptx>
- Computer and PowerPoint projector
- Preamble Phrases (below)
- Classroom Constitution Preamble Worksheet (below)
- Exit Tickets (below)

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 PowerPoint and lesson plan.
- Copy and cut out Exit Tickets.

Procedure

Step 1: Tea Party

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 “tea party” 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 tea party, what do you think we are going to be studying?

Step 2: Learn about the Constitution

Show the PowerPoint.

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 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: Have students take turns reading each right out loud—and as a class, discuss each right before going onto 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?

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](https://www.youtube.com/watch?v=6vdeC7y4gWg) “Putting Indian Voices into the 1972 Constitutional Convention,” (<https://www.youtube.com/watch?v=6vdeC7y4gWg>) 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 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

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? _____

What is a right guaranteed by the Montana State Constitution? _____

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

Exit Ticket

Name:

What is a constitution? _____

What is a right guaranteed by the Montana State Constitution? _____

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

Part 2: Governments and Sovereignty

Time: 90 minutes

Objectives: Students will be able to

- 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: What Do Governments Do?

Time: 30 minutes

Materials

- Paper, pencils or pens

Pre-lesson Preparation

- Review the lesson plan.
- Create three signs 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 five 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

the 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—US. 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 hunting and fishing regulations (except on Indian reservations and in national parks)? (STATE)
- 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: 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? Answer: 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 2: 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 hour

Materials

- Computer, projector, and internet access
- Reservation Map, below
- Seals of Montana's Tribal Nations, available to [download](http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Art/Seals%20of%20Montana%20Tribal%20Nations.pdf) from <http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Art/Seals%20of%20Montana%20Tribal%20Nations.pdf>
- Fort Peck Bison Restoration [Video](https://www.youtube.com/watch?v=DduXXFJN59k), available on YouTube at <https://www.youtube.com/watch?v=DduXXFJN59k>
- Computer, projector, and internet connection
- 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 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](http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Art/Crossing%20Boundaries%203-5.pdf) the lesson at <http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Art/Crossing%20Boundaries%203-5.pdf>.

Procedure

Step 1: Hook

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.

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.

After ten minutes are up, come back together as a class and have students share some of the facts they've gathered.

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" or have students copy them down into vocabulary journals.

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 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? (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 U.S. included these symbols on our flag because these are important parts of our history and things we value.

4. Ask: 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?

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 thirteen thousand 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 Chapter 2.)
- 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](https://vimeo.com/49059075) (https://vimeo.com/49059075) and/or [Influence](https://vimeo.com/49047619) (https://vimeo.com/49047619) to learn more about tribal sovereignty and government.

Exit Ticket

Name _____

Define the word sovereignty. _____

What does the term "tribal sovereignty" mean? _____

What is a question you have about tribal sovereignty? _____

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

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.”

Lesson 1: Introducing the Essential Understandings

Time: 45 minutes

Materials

- [PowerPoint](https://mhs.mt.gov/education/Elementary/EU1.pptx): <https://mhs.mt.gov/education/Elementary/EU1.pptx>
- Computer and PowerPoint projector
- Tribal Names/Reservation Names List (below)
- Montana Tribes and Reservations Test
- Computers with internet (one per every two students), optional

Pre-Lesson Preparation

- Review the Essential Understandings Regarding Montana Indians, available online as a [PDF](http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings.pdf?ver=2019-03-08-090932-123) at <http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings.pdf?ver=2019-03-08-090932-123>.
- Check URL for Montana Tribes Learning [Activities](https://montanatribes.org/learning-activities/) <https://montanatribes.org/learning-activities/> (if link is broken, search “Montana Tribes Learning Activities”)

- Review the PowerPoint and the pronunciation of tribal names (pronunciations are available on page two of the “Who’s Who” activity on the [MontanaTribes.org Learning Activities](https://montanatribes.org/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 of 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 [Tribal Learning Activities](https://montanatribes.org/learning-activities/) at <https://montanatribes.org/learning-activities/>.

Step 2: Show Interactive PowerPoint

Slide 1: Title slide

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

If you completed Part 4, lesson 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 that “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?

(click) Little Shell Tribe of Chippewa Indians (Annishinabe/Métis)

Slide 7: Question 2. What’s the name of this reservation and which tribe lives here?

(Click) Name of the reservation and tribe appears: Northern Cheyenne Reservation/Northern Cheyenne (Tsetsêhesêstâhase/So’taahe)

Slide 8: Question 3. What’s the name of this reservation and which tribe lives here?

(Click) Name of reservation and tribe appears: Crow Reservation/Crow (Apsáalooke)

Slide 9: Question 4. What’s the name of this reservation?

(Click) 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?

(Click) Names of tribes appear: Assiniboine and Sioux (Dakota, Nakoda)

Slide 10: Question 7. What’s the name of this reservation?

(Click) 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?

(Click) Names of tribes appear: Assiniboine and

Gros Ventre (Nakoda and A'aninin)

Slide 11: Question 10. What's the name of this reservation and what tribe lives here?

(Click) Name of reservation and tribe appear:
Blackfeet Reservation/Blackfeet (Niitsitapi/Pikuni)

Slide 12: Question 11. What's the name of this reservation?

(Click) 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?

(Click) Names of tribes appear: Salish, Kootenai, and Pend d'Oreille (Sélish, Ktunaxa/Ksanka, and Qíispé)

Slide 13: Question 15. What's the name of this reservation?

(Click) 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?

(Click) Name of tribes appear: Chippewa and Cree (Annishinabe and Ne-i-yah-wahk)

Slide 14: Well done!

Slide 15: Credits

Step 3: Test Student Knowledge

Have students complete the Montana Tribes and Reservations test.

Montana's Tribes and Reservations

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 (Niitsitapi/Pikuni)
Chippewa (Anishinabe)
Cree (Ne-i-yah-wahk)
Crow (Apsáalooke)
Gros Ventre (A'aninin)
Kootenai (Ktunaxa/Ksanka)
Little Shell Tribe of Chippewa Indians (Anishinabe/Métis)
Northern Cheyenne (Tsetsêhesêstâhase/So'taahe)
Pend d'Oreille (Qíispé)
Salish (Sélish)
Sioux (Dakota)

Name _____

Montana Tribes and Reservations Test

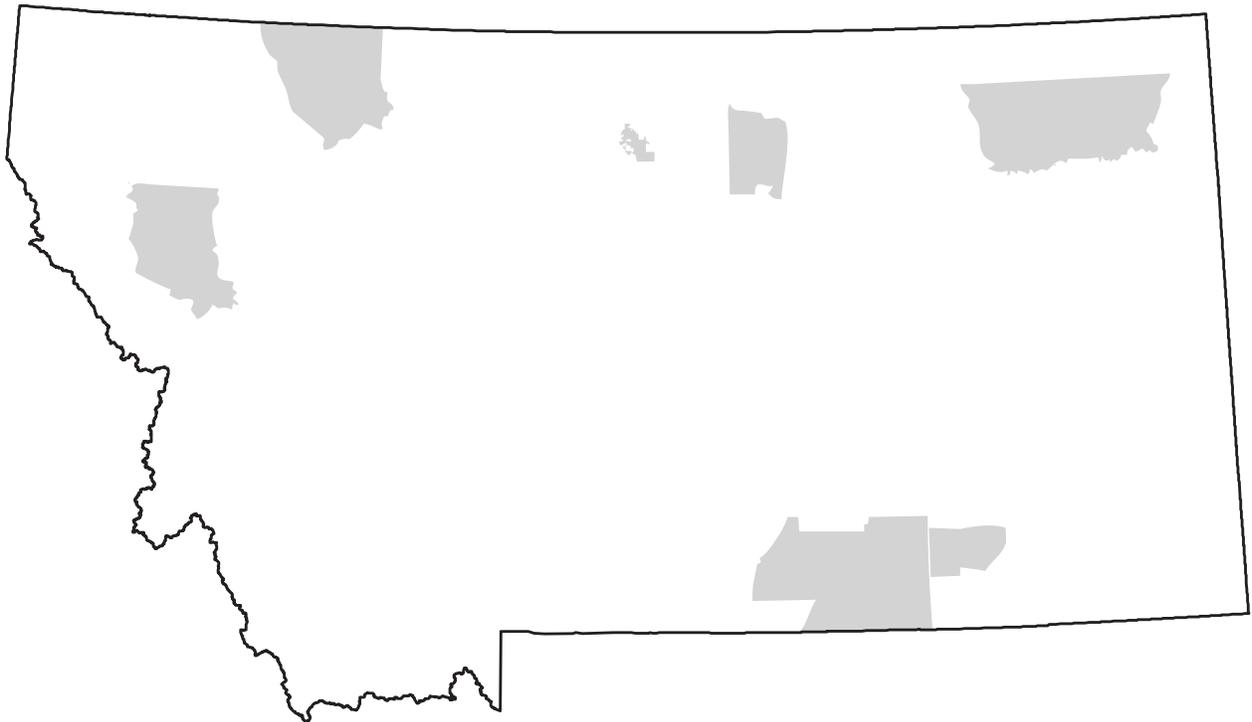
Match the names the tribes call themselves with the name they are referred to by the U.S. government by placing the correct number in the space provided.

_____ Assiniboine	1. Niitsitapi/Pikuni
_____ Chippewa	2. Ne-i-yah-wahk
_____ Crow	3. A'aninin
_____ Kootenai	4. Annishinabe/Métis
_____ Northern Cheyenne	5. Qíispé
_____ Salish	6. Dakota
_____ Sioux	7. Nakoda
_____ Blackfeet	8. Ktunaxa/Ksanka
_____ Cree	9. Annishinabe
_____ Gros Ventre	10. Apsáalooke
_____ Little Shell Tribe of Chippewa Indians	11. Tsetsêhesêstâhase/So'taahe
_____ Pend d'Oreille	12. Sélish

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
9. Northern Cheyenne
10. Pend d'Oreille
11. Salish
12. Sioux

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

Time: 40 minutes

Materials

- [PowerPoint](https://mhs.mt.gov/education/Elementary/EU2.pptx): <https://mhs.mt.gov/education/Elementary/EU2.pptx>
- Computer and PowerPoint projector
- Computers with internet (one per every two students), optional
- Student Reading: “[Montana’s Government and Tribal Nations](https://mhs.mt.gov/education/Elementary/Unit5.pdf),” available to download at <https://mhs.mt.gov/education/Elementary/Unit5.pdf>
- Exit Ticket (below)

Pre-Lesson Preparation

- Make copies of the reading and the Exit Ticket
- Review the Essential Understandings Regarding Montana Indians, available online as a [PDF](http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings) at <http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings>.

Step 1: Show the interactive PowerPoint.

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 chapter 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 where 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 tribe is exercising its sovereignty?

Slide 9: Credits

Step 2: Read to Review

Have students read the chapter "Montana's Government and Tribal Nations."

Step 3: Check for Understanding

Have students complete the Exit Ticket.

Exit Ticket

Name _____

Paraphrase one of the seven Essential Understandings Regarding Montana Indians.

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

Exit Ticket

Name _____

Paraphrase one of the seven Essential Understandings Regarding Montana Indians.

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

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

Time: 2 hours

Materials

- [PowerPoint](https://mhs.mt.gov/education/footlocker/Lifeways/EU6.pptx): <https://mhs.mt.gov/education/footlocker/Lifeways/EU6.pptx>
- Viewpoint Worksheets (below)
- Computer and projector
- Pens or pencils

Pre-Lesson Preparation

- Review the lesson plan and download and review the PowerPoint.
- Make copies of the Viewpoint Worksheets.
- Review Essential Understanding 6, pp. 22-23, in the printed version of the *Essential Understandings Regarding Montana Indians*, or pp. 26-27 in the [PDF](http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings.pdf) (<http://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings.pdf>)
- 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](https://mhs.mt.gov/education/footlocker/LC/VTS.pptx) explaining it at <https://mhs.mt.gov/education/footlocker/LC/VTS.pptx>.

Teaching Note: This lesson plan was taken from the Montana’s First Peoples footlocker, which includes lesson plans for each Essential Understanding. All of the lesson plans can be done with or without ordering the footlocker. Consider [ordering the footlocker](https://mhs.mt.gov/education/footlocker/) at mhs.mt.gov/education/footlocker/

HandsonHistory and/or using other lesson plans from the footlocker user guide to delve more deeply into the other Essential Understandings. You can explore the User Guide by [downloading](https://mhs.mt.gov/education/footlocker/1stPeoples.pdf) it at mhs.mt.gov/education/footlocker/1stPeoples.pdf

Procedure

Step 1: Analyze Images Using Visual Thinking Strategies

1. Project **Slide 1** of the PowerPoint, 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 2** 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 3-6 of the PowerPoint.

Slide 3: 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 4: 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 5: 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 6: 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 the PowerPoint I showed, I summarized the Essential Understandings.

Show Powerpoint **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.

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

Name: _____

Group A1. Assignment Sheet

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

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 his 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

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

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

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 a 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

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

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

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.]

Content Standards

Essential Understandings Regarding Montana Indians

EU1 There is great diversity among the 12 tribal Nations of Montana... (Part 3)

EU2 Just as there is great diversity among tribal nations, there is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. There is no generic American Indian. (Part 3)

EU3 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... (Part 3)

EU4 Though there have been tribal peoples living successfully on the North American lands for millennia, reservations are lands that have been reserved by or for tribes for their exclusive use as permanent homelands.... (Part 3)

EU5. There were many federal policies put into place throughout American history that have affected Indian people and continue to shape who they are today. Many of these policies conflicted with one another.... (Part 3)

EU6. 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. (Part 3)

EU7. American Indian tribal nations are inherent sovereign nations and they possess sovereign powers, separate and independent from the federal and state governments... (Parts 2 and 3)

Montana Content Standards for Social Studies

MCSS.CG.4.c Describe how rules, laws, and policies are implemented by local, state, national, and tribal governments (Part 2)

MCSS.CG.4.d Define sovereignty for tribes in Montana (Parts 2 and 3)

MCSS.CG.4.e Identify key foundational documents in Montana's government. (Part 1)

MCSS.G.4.2. Identify and label the tribes in Montana and their indigenous territories, and current locations. (Part 3)

MCSS.H.4.1. Understand tribes in Montana have their own unique histories. (Part 3)

MCSS.H.4.2. Identify events and policies that have impacted and been influenced by tribes in Montana. (Part 3)

MCSS.H.4.4. Describe how historical accounts are impacted by individual perspectives. (Part 3)

Montana Content Standards for English Language Arts

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. (Parts 1 and 3)

RF.4.4 Read with sufficient accuracy and fluency to support comprehension. (Parts 1 and 3)

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (Part 3)

W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Parts 1-2)

SL.4.1 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. (Parts 1-3)

SL 4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (Part 3)

SL.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (Parts 1-3)

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases... (Parts 1-3)