



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Social Studies Model Lesson Plan

Maps Can Help Us

Grade 1

Stage 1 Desired Results

Established Goals:

Social Studies Standard 3: Benchmark 4.5 Students will use appropriate geographic resources to gather information about local communities, reservations, Montana, the United States, and the world.

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

Understandings:

- There are seven Indian reservations and 12 tribes in Montana.
- Montana Indian reservations vary in size and physical characteristics.

Essential Questions:

- What is a tribe?
- What is a reservation?
- How do Montana reservations differ from one another?

Students will be able to...

- label two Montana Indian reservations.
- identify the tribes that reside on the chosen reservations.
- compare the two reservations and determine geographical similarities and differences (size, rivers, lakes, mountains, ect.)

Students will know...

- the location and name of two reservations in Montana.
- the names of the tribes residing on the reservations.
- physical similarities and differences of Montana reservations.

Stage 2 Assessment Evidence

Performance Tasks:

1. Each student will be able to locate two reservations on their Montana map.
2. Name the tribes that reside on each reservation.
3. Students will identify two similarities and two differences of the tribes located on the two reservations.

Other Evidence:

Journal Entry

Stage 3 Learning Plan

May be used in conjunction with First Grade – I Know About Some Tribes lesson.

How will the design...



Maps Can Help Us (continued)

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

KWLH (What We **K**now, What We **W**ant to Find Out, What We **L**earned, **H**ow Can We Learn More) on Montana Indian Reservations.

Discussion – What is an Indian reservation? Teacher may want to use Glossary of Terms located on the OPI Web site at <http://www.opi.mt.gov/pdf/IndianEd/Search/Social%20Studies/Glossary.pdf>.

Discussion – What is a tribe? Teacher may want to use Webster Dictionary definition and pictures of tribal members (both historic and contemporary pictures).

H= hook all students and hold their interest?

Locate Montana on the United States map. Locate the town in which students/teachers live on a Montana map. Place a sticker on the map to indicate the hometown. Discuss with students where they have been in Montana. Teacher will place stickers on his/her map to indicate some places visited in Montana by students in the classroom.

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

Using classroom map to discuss with students; how rivers, lakes, mountains look on maps. What color are they? Allow students to ask about the other formations/colors on the map.

Create individual maps of Montana (one for each student). Students will mark the location in which they live on the map and identify nearby lakes, rivers and mountains.

Locate the seven Montana Indian Reservations with students.

Students will locate two Montana Indian reservations (within close proximity to your school). Have students locate the reservations using a sticker or marker. Teacher will demonstrate this on the classroom map. Students will pronounce the names of tribes located on the two reservations. Also, locate rivers, lakes and mountains on the reservations.

R= Provide opportunities to rethink and revise their understandings and work?

If students keep journals or make daily journal entries have them record the geographical differences and similarities between the two reservations.

E= Allow students to evaluate their work and its implications?

VENN Diagram comparing physical characteristics of two Montana reservations.



Maps Can Help Us (continued)

T= Be tailored (personalized) to the different needs, interests, and abilities of learners?

Teachers may choose to test verbally or use blank Montana map.

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

For teacher background information read *Montana Indians: Their History and Location*.

Note: WHERETO can be reorganized to accomplish the instructional plan.

Resources Needed:

Topographic Map of Montana

<http://nris.state.mt.us/gis/gisdata/lib/downloads/el11.gif>

Classroom Map of Montana (one that shows Montana Indian Reservations)

<http://nris.state.mt.us/gis/gisdata/lib/downloads/ab9.gif>

Blank Map of Montana

<http://nris.state.mt.us/gis/gisdata/lib/downloads/ab41.gif>

Digital Atlas of Montana

<http://maps2.nris.mt.gov/mapper/>

Additional Resources:

“Essential Understandings of Montana Indians”

<http://www.opi.mt.gov/PDF/IndianEd/Resources/EssentialUnderstandings.pdf>

"Montana Indians: Their History and Location"

<http://www.opi.mt.gov/pdf/indianed/resources/MTIndiansHistoryLocation.pdf>

Bryan, William L. Jr. *Montana's Indians, Yesterday and Today*. Photography by Michael Crummett. Helena, Mont.: Montana Magazine, Inc. 1995 ISBN: 0-938314-21-1 (Periodical)