



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Social Studies Model Lesson Plan

Features of Montana Indian Reservations

Grades 7-8

Stage 1 Desired Results

Established Goals:

Students will use and analyze various representations of the earth to gather and compare information about a place. (GLE 7-8.3.1; *for more background on what students may have learned in previous grade levels, go to teacher information at the end of this lesson.*)

Use appropriate resources to interpret and generate information explaining the interaction of physical and human systems (for example, scale, features, patterns of land use, population density, demographics of reservations, economic information). (GLE 7-8.3.5)

Understandings:

- Each reservation is a nation. (EU 1,4)
- Researching information about a tribal nation’s economic conditions, social conditions, political geography, dominant patterns of land use, climate, population density, and demographic characteristics is essential in gaining knowledge and perspective about that Montana tribal nation. (EU 1, 4)
- Information about reservations is collected by the tribal nations, and some is available at tribal Internet sites.
- Information about reservations is collected by the state of Montana and by the U.S. Census Bureau, and is available at Internet sites.

Essential Questions:

- Why are reservations called and regarded as “nations.”
- What factors are important in beginning to gain knowledge and perspective about the _____ reservation?
- How can we gain information about reservations?

Students will be able to...

- generate and interpret information about a reservation and tribal nation(s): economic conditions, government, social conditions, political geography, dominant patterns of land use, population density, and demographic characteristics appropriate to the lesson.

Students will know...

- a reservation is a land base which a tribe or tribes reserved, through treaty (*sovereignty*).
- facts about a particular reservation, based on the research completed for their 5-minute Poster Presentation.
- how to research current information about reservations.



Features of Montana Indian Reservations (continued)

Stage 2 Assessment Evidence

Performance Tasks:

1. On a map, label features of a Montana reservation, including physical, political, cultural and historical sites.
2. Generate a “Poster Presentation” concerning the reservation’s demographic characteristics, population density, recent economic and social conditions, tribal government, patterns of land use, and other interesting facts found.

Stage 3 Learning Plan

Learning Activities: What learning experiences and instruction will enable students to achieve the desired results:

How will the design...

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

H= Hook all students and hold their interest?

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

PART I

Students and teachers generate “I Can” statements that outline the information to be learned, the thinking to be accomplished, and the tasks to be completed. These are based on the lesson goals and Essential Understandings. “I Can” statements orient students to expectations, hook their interest, and structure the lesson to the key ideas and issues. **For example:**

- I can name and identify physical and political features on the _____ reservation.
- I can tell why Montana reservations are nations.
- I can research and interpret information about a reservation (a tribal nation’s economic conditions, government, social conditions, political geography, dominant patterns of land use, population density, and demographic characteristics) to better my own understanding.
- As I find out about this reservation, I can identify my own misunderstandings I may have in general about reservations. I know how my pattern of thoughts can influence my understandings.

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

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

While each student will choose a particular Montana reservation to research, **the first part of this lesson is spent in orienting students to all seven of the reservations, so that they obtain an overview.** Utilize materials and the resources listed below. Supply each student with a Montana highway map, and orient the class to the seven Montana reservations and their surroundings. This is also the time to talk about Montana’s urban

Features of Montana Indian Reservations (continued)

Indians; review information about the Little Shell Chippewa and their recent land acquisition near Great Falls. Students outline each reservation in color on the Montana map.

Supply each student with a blank Montana student map so that they can outline the reservations. At this time, have them label the tribal capital and other tribal towns (for each reservation).

Take time to discuss the relevant sites; have students locate and place the particular site on their own reservation map. Students should take notes about the significance of each site; they can use the information in discussions and assessments.

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

Students who are not able to complete all of the assignment (for example, a student with an IEP) may participate with the larger group based on their different needs and abilities.

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

PART II

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

H= hook all students and hold their interest?

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

In this second part, ask each student (or pairs of students) to identify a Montana reservation they will research. They will research to learn about a tribal nation's economic conditions, government, social conditions, political geography, dominant patterns of land use, population density, and demographic characteristics.

Give students their directions (see student worksheets at end of this lesson), and provide time for them to research, make a rough draft of their poster, and then make their poster. If they identify other information they would like to include, have them place that information on the back of their Poster.

Students should create an outline of their brief poster speech. Give each student a poster sheet (need not be cardboard—could be 14 x 17 paper, for example).

Use class time for Poster Presentations (these potentially aid in completing Montana Standards in Social Studies, in Library research, and in speech).

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

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



Features of Montana Indian Reservations (continued)

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

Students who are not able to complete all of the assignment (for example, a student with an IEP) may participate with the larger group based on their different needs and abilities.

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

This particular lesson may take 5 days (50-minute periods), depending your students' backgrounds. Discussion and frequent active rethinking should keep student engagement and learning high.

This lesson is extended from Grade 6. In grade 5 students developed an understanding of reservation as nation, and the geographic features (physical, political) of the reservations. In Grade 6 students learned about the cultural geographic features of Montana reservations, including places considered sacred.

Materials/Resources Needed:

- Blank Montana student maps, one per student.
- Montana highway maps, one per student. Students will need these to locate the reservations in the context of Montana.
- Northern Cheyenne Reservation maps (see *Lame Deer Schools Northern Cheyenne Social Studies Curriculum*, pp. 82-85, for hand-drawn maps which can be reproduced).
- Access to the following Internet Sites:
 - ❖ **Montana Department of Commerce, Census and Economic Information Center.** Briefly orient students to the information which is available here: <http://ceic.mt.gov>
 - ❖ **U.S. Census Bureau:** <http://quickfacts.census.gov>
 - ❖ **Access Montana reservation sites.**

Features of Montana Indian Reservations (continued)

STUDENT WORKSHEET

Name _____

Goals:

1. Use and analyze various representations of the earth to gather and compare information about a Montana reservation.
2. Use appropriate resources to interpret and generate information explaining the interaction of physical and human systems on a Montana reservation: government, population density, demographics of reservations, economic, and social information.

At the end of this lesson:

- I can name and identify physical and political features on the _____ reservation.
- I can tell why Montana reservations are nations.
- I can research and interpret information about a reservation (a tribal nation's economic conditions, government, social conditions, political geography, dominant patterns of land use, population density, and demographic characteristics) to better my understanding.
- As I find out about this reservation, I can identify my own misunderstandings I may have about reservations. I know how my how pattern of thoughts can influence my understandings.

Understandings:

- Each reservation is a nation. [EU 1, 4]
- Researching information about a tribal nation's economic conditions, social conditions, political geography, dominant patterns of land use, climate, population density, and demographic characteristics is essential in gaining knowledge and perspective about that Montana tribal nation EU 1, 4].
- Information about reservations is collected by the tribal nations, and some is available at tribal Internet sites. Information about reservations is collected by the state of Montana and by the U.S. Census Bureau and is available at Internet sites.

DIRECTIONS:

PART I

1. Follow the teacher's instructions in orienting yourself to the seven Montana reservations. Ensure that you have outlined (neatly) the boundaries of the reservations. Star the tribal capital. Note the other important towns and communities within the reservation boundaries.
2. Utilize the blank Montana map to neatly and accurately draw in the reservation boundaries for all 7 reservations. HINT: Use county lines to help you accurately identify where reservation boundaries should be drawn. Label reservation features as directed by your teacher; ensure that each reservation is accurately titled.

Features of Montana Indian Reservations (continued)

PART II

3. Choose a reservation to research. You are expected to find information about a tribal nation's **economic conditions, government, social conditions, population density, and demographic characteristics**.
 - a. Use the Internet to research for this information at the following sites:
 - ◇ **Montana Department of Commerce, Census and Economic Information Center**
Briefly orient students to the information which is available here: <http://ceic.mt.gov>
 - ◇ **U.S. Census Bureau:** <http://quickfacts.census.gov>
 - ◇ **Access Montana reservation sites by “Google-ing” the reservation’s official name.**
Check to see you are at the official tribal site.
 - b. If internet access is not available, utilize resources in your school’s library to research your reservation.
 - c. Use the grid below to help you remember what you are researching.
 - d. Once you have finished your research, use a piece of paper to draw a rough draft of the information you have collected. You are going to transfer this to a large poster board so plan carefully. Remember to include the following titles on your rough draft:
 - ◇ Reservation Official Name
 - ◇ Government Structure
 - ◇ Demographic Characteristics (including population density)
 - ◇ Economic Conditions
 - ◇ Social Conditions
 - ◇ Other Facts (optional)
 - e. Once your rough draft of the poster has been created, check with your teacher to see if you are ready to draw the final poster board presentation.
 - f. Use pencil on the poster board to rough in your presentation. Use markers to finish your final draft.
 - g. Plan your three-five minute oral presentation of the facts you have found.

FEATURES OF _____ RESERVATION IN MONTANA

| |
|--|
| Reservation Name: |
| Governmental Structure: (Describe--# on Council, departments) |
| Demographic Characteristics: |
| Economic Conditions: |
| Social Conditions: |
| Other Facts: |