

Northwest History Consortium

Montana Indians and Multiculturalism

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5th Grade

National Standard

Era 9: Postwar United States (1945-1970s) / Standard 4

Standard 4: The struggle for racial and gender equality and for the extension of civil liberties

Montana State Standards

Content Standard 1: Student access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Content Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Content Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Indian Education For All: Essential Understandings Regarding Montana Indians

1. *There is a great diversity among the 12 Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.*
2. *There is a great diversity among individual American Indians as identity is developed, defined and redefined by many entities, organizations and people. There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual. There is no generic American Indian.*

Golden Triangle Cooperative Standard

Grade 5

5.04: The student will understand American Indian people, land, and culture.

PROBLEM

Native Americans are indigenous to North America. No other group in the United State's history has been so misunderstood. Many people believe that Native Americans constitute one race which shares one culture and one history. This is wrong.

SCENARIO

Reservations are important, not only because Native Americans have strong spiritual ties to the land, but because reservations have become the Indians' last retreat and the last chance to preserve their culture. Between 1851 and 1916 Montana's seven Indian reservations were established.

It wasn't until the 1972 Montana Constitutional Convention that Montana public schools were required to teach Native American history and culture. It is now 2007. Your school has not complied with this Constitutional law.

You are a Montana school teacher whose superintendent has required you to teach your fifth graders about the Montana Indian reservations and the uniqueness of each.

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TASK

Your group must teach others the cultural diversity and uniqueness of your assigned tribal reservation.

Objectives:

1. Describe the cultural diversity on Montana's seven Indian reservations.
2. Locate the seven Indian reservations on a map.
3. Define the terms indigenous, culture, pluralism, descendant, ethnic custom, prejudice, empathy, and diversity.
4. Create a project to show the multiculturalism of the Montana tribes.

Procedure:

Day 1: Give pretest (This should include vocabulary words and some multiple choice questions about Montana's seven Indian reservations.) Show a map of Montana's Indian reservations. Pass out blank Montana maps and have students draw in the seven reservations and label. Read the scenario to students. As a class define the problem. (At this time teachers will have students, as a group, brainstorm some of the ways teachers can present lessons.)

Day 2: Using the reservation names divide the class into seven groups of three. Give students time to further discuss the problem. Fill out the PBL model worksheet. Begin research.

Day 3: As a whole group, define the terms in objective three. Students will continue researching problem. Challenge them to find examples of vocabulary in research. (This would be a good time to bring out the tools available to the students to teach lesson: digital cameras, computer programs, poster boards, concept mapping, video cameras, etc. Remind them that a good teacher engages students with as many senses as possible. Doing this any earlier would have interfered with their research.)

Day 4: Students should be reminded to include information in their lessons about their culture, customs, and what makes their tribe unique.

Day 5: Final day for lesson work. Present lessons on the days that follow.

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RESOURCES

Book

Neal, Colleen (Squamish) and Patacsil, Sharon (Blackfeet). Daybreak Star PreSchool Activities (Daybreak Star Indian Reader/United Indians of All Tribes Foundation). Seattle, WA: Daybreak Star Press, 1979.

The book teaches young students to be sensitive to other cultures.

Internet

“History and Prehistory.” Montana Kids/Travel Montana (montanakids.com). ©2007 – 2010. Helena, MT. 28 April 2010 <http://montanakids.com/history_and_prehistory>.

“Indian Education.” State of Montana Office of Public School Instruction (opi.mt.gov). 2010. Helena, MT. 28 April 2010 <<http://www.opi.mt.gov/programs/indianed/Index.html>>.

“Indian Nations.” State of Montana Official Travel Information Site. 2002 - 2010. Helena, MT. 28 April 2010 <<http://indiannations.visitmt.com>>.

Mayes, Linda. “Montana Indian Reservations.” Billings School District II. 2006 – 2010. Billings, MT. 28 April 2010 <http://www.billings.k12.mt.us/literacy/mont_indian/maplarge.htm>.

“Montana Tribes.” Montana Tribes Organization. 2010. Missoula, MT (University of Montana/Regional Learning Project). 28 April 2010 <<http://www.montanatribes.org>>.

“Native News.” 2001. University of Montana School of Journalism. ©2001 – 2010. Missoula, MT. 28 April 2010 <http://www.umt.edu/journalism/student_work/Native_News_2001/links.html>.

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PROBLEM-BASED LEARNING RUBRIC

Problem: _____

Student(s): _____

Total Points: _____ Grade: _____

Element	4	3	2	1
Problem	Clearly states and demonstrates an understanding of the problem.	Student understands the problem but is unsure.	Student vaguely understands the problem.	Student does not understand the problem.
Hypothesis	Clearly states 5 or more questions or ideas related to the topic problem and demonstrates an understanding of the questions.	Student has 4 questions related to the topic problem but is vague on their understanding of them.	Student has 3-4 questions and is unsure of the questions.	Student has 1-2 questions and does not understand the questions.
Research	Uses multiple resources to find answers or supportive material for their reasoning. Resources are included and properly cited.	Uses multiple resources to find answers but some sources cited are not relevant to the problem.	Uses only a few resources but sites them correctly. Some sites may not be relevant to the problem.	Uses only a few resources and does not site them and/or does not site them correctly. Most sites are not relevant to the problem.
Solution	Analyzes multiple options and support for their recommendation. Recommendations are clearly stated and relevant to the problem.	Less options are used to support their recommendation but they are clearly stated and show some relevance to the problem.	Uses minimal options for their recommendation but the recommendation has some logic to it. Does not demonstrate strong relevance.	Has minimal options for their recommendation. Recommendation is not clearly stated and little if any relevance to the problem is shown.
Presentation	Presentation is given demonstrating a concise understanding of the original problem(s) and the presentation shows thoughtful researched-based recommendations relevant to the stated problem. It is appealing to an audience.	Presentation is given demonstrating a limited understanding of the original problem(s). Researched recommendations are included, but student does not have a solid understanding of the content material. Appealing to an audience.	Presentation is given demonstrating minimal understanding of the problem and solutions. Presentation is not as appealing to an audience.	Presentation does not demonstrate an understanding to the original problem and is not appealing to an audience.
Reflection	Student completes self evaluation and demonstrates clear and concise knowledge of the subject matter and learning experience.	Student completes the self evaluation and demonstrates average growth with the content knowledge and learning experience.	Student completes the self evaluation and demonstrates minimal growth of content knowledge or learning experience.	Student does not complete the self evaluation and/or shows little effort.

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Student Problem Solving Model

Group name: _____

PBL model steps:

1. Read and analyze the problem scenario.
2. List hypothesis, ideas, or hunches.
3. List what you know.
4. List the unknown. Prepare a list of questions.
5. Plan the investigation.
6. Gather information.
7. Present the findings.

Understanding the Problem

HYPOTHESES: (Ideas or hunches)

1. _____
2. _____
3. _____
4. _____
5. _____

WHAT DO I ALREADY KNOW?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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WHAT IS THE LIST OF UNKNOWN? (Make a list of questions)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

GATHERING INFORMATION: (What facts did you find out to help you make your decision(s)?)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

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Student Self Assessment

Student: _____

PBL Title: _____

Using a paragraph format write about the following:

1. What historical knowledge did you learn by doing this activity?
2. What problems did you encounter?
3. What would you do differently next time?
4. How will this knowledge impact you in the future?
5. Did you like this method of learning? Why or why not?
6. In five sentences what impacted you the most?
7. What grade would you give yourself and why?

REFERENCES/CITATIONS

“Golden Triangle Cooperative Social Studies Standards.” Golden Triangle Cooperative-Montana (gtccmt.org). 29 April 2010 <<http://www.gtccmt.org/curricul/socialst/index.html>>.

“History Standards for Grades 5-12 United States.” UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 <<http://nchs.ucla.edu/standards/us-standards5>>.

Morgan, Carol. “Montana Indians and Multiculturalism.” NWESD Organization. 2008. Anacortes, WA. 29 April 2010 <[http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/9.4 MontanaIndians & Multiculturalism.Morgan.5.pdf](http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/9.4%20MontanaIndians%20&%20Multiculturalism.Morgan.5.pdf)>.

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OPI. “Montana Standards for Social Studies.” Montana Office of Public Instruction. 2009. Helena, MT. 30 March 2010 <<http://www.opi.state.mt.us/pdf/Standards/ContStds-SocSt.pdf>>.

OPI. “Indian Education For All: Essential Understandings Regarding Montana Indians.” January 2008. Helena, MT. 27 April 2010 <<http://www.opi.mt.gov/pdf/indianed/resources/essentialunderstandings.pdf>>.