

Polson School District Indian Education for All K - 5 Pathway

Respectfully created by

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and Molly Billedeaux;

with support from Elaine Meeks.

Updated May 2013

***Indian Education for All Pathway
Kindergarten – 5th Grade***

**Polson School District
Indian Education for All
K-5 Pathway**

This pathway was developed to identify what children need to know and be able to do at grade levels K-5 in relation to the Seven Essential Understandings Regarding Montana Indians. Currently the guidelines for teachers K-12 teaching Indian Education for All are exactly the same: Seven Essential Understandings Regarding Montana Indians and some background to go with each one. There is no developmental organization to direct teachers what to specifically teach at a particular grade level. There are no expected student outcomes for different grade levels. The goal of this document is to create a developmentally appropriate pathway to support integrating the Essential Understandings into curriculum, K-5. The pathway breaks down the Essential Understandings into big ideas and further lays out teaching and learning objectives within each big idea for grades K-1, 2-3, and 4-5.

Simply put, the document is organized as follows:

- Essential Understandings and background information
- Big Idea concepts that will become part of the knowledge and attitudes of students
- Color-coded grade band objectives:
 - (Blue K-1, Green 2-3, Red 4-5)
- Teaching objectives followed by bulleted student learning outcomes.
- Samples of essential vocabulary for each understanding.

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Grade K and 1

Grades 2 and 3

Grades 4 and 5

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.

BIG IDEA: Understand diversity among tribal nations of Montana.

CULTURAL REPRESENTATIONS & SYMBOLS

Introduce the Flathead Nation Flag and its meaning

- **Recognize the Flathead Nation Flag and explain its meaning.**
- **Recognize the United States Flag and explain its meaning.**
- **Compare the flags of the Flathead Nation and the U.S. flag**

Introduce that each tribal nation in Montana has its own flag and each flag has a specific meaning.

- **Explore the diversity of tribal nations through each nation’s flag.**

Discuss that each tribal nation in Montana has its own unique cultural representations with specific symbolism, meaning, and design.

- **Recognize the uniqueness of each Montana tribe through its own cultural representations.**

LANGUAGE, CULTURE, HISTORY

Introduce the Salish, Kootenai, and Pend d’Oreille as tribes of the Flathead Reservation.

- **Explore the languages, cultures, and histories of the three tribes of the Flathead Reservation.**

Introduce languages, cultures, and histories for the 12 tribes of Montana.

- **Research, with support, the unique language, culture, and history of the tribes of Montana.**

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Compare and contrast the languages, cultures, and histories of the 12 tribes of Montana.

- **Recognize the uniqueness of each Montana tribe through exploration of each tribe’s language, culture, and history.**

LOCATION

Introduce that we live on the Flathead Reservation. Show the location of the Flathead Reservation within the state of Montana, within the United States, and within the world.

- **State the name of the hometown in which they live and say that it is on the Flathead Reservation.**
- **Identify where in Montana the Flathead Reservation is located.**
- **Identify, on a map of North America, where the Flathead Reservation is located.**
- **State that the Kootenai, Salish, and Pend d’Oreille tribes reserved the Flathead Reservation for their own use.**

Introduce that there are 7 Reservations in Montana. Show the students the location of each reservation within the state of Montana, within the United States, and within the world.

- **Identify the location of each of the 7 reservations of Montana on a map of Montana.**
- **Identify the 12 tribes in Montana who reserved 7 reservations for their own use.**

Discuss that there are tribes in the United States who reserved reservations for their own use.

- **Review the location of each of the 7 reservations in Montana by name.**
- **Generalize the idea of ‘reservation’ to other tribes living throughout the United States.**

Introduce that there are many reservations in the United States. Show the students the location of a variety of reservations within the United States.

- **Explore the reservations and tribes throughout the regions of the United States.**

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SENSE OF PLACE

Use indigenous flora and fauna, geological features, and tribal landmarks of the Flathead Reservation to help build a sense a place.

- **Name plants and trees on the Flathead Reservation, such as bitterroot, huckleberries, willow, and yarrow, and explore why they are important to the tribes.**
- **Describe geological features that helped to shape the way of life for tribes in the past and present, such as Flathead Lake, Flathead River, and the Mission Mountains.**
- **Name a few tribal landmarks such as Chief Cliff and Dancing Boy.**

Explore that indigenous flora and fauna, geological features, and tribal landmarks of the 7 Reservations of Montana help build a sense a place.

- **Identify plants and trees on the different Montana reservations, such as bitterroot, lodge pole pine, chokecherry and buttercup, and tell why they are important to the tribes.**
- **Describe geological features of the 7 reservations that helped to shape the way of life for tribes in the past and present.**
- **Describe the location of one landmark for each of the Montana reservations and its importance to the tribe, such as Duck Lake for the Blackfeet Tribe**

Discuss the ways geological features, indigenous flora and fauna, and tribal landmarks of the 7 Reservations of Montana help build a sense a place.

- **Identify plants and trees on the different Montana reservations, such as sweet grass and camas bulb, and describe why they are important to the tribes.**
- **Compare methods of gathering foods in the past versus modern day practices.**
- **Compare the health of the land (fires) in the past versus modern day practices.**
- **Name and explain the importance of geological features to a particular tribe, such as the Sweet Grass Hills, Rocky Mountain Front, and the Bear Paw Mountains.**

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NATIVE INFLUENCE ON MODERN DAY

Introduce the traditional foods and tools of the Kootenai, Salish, and Pend d’Oreille people.

- **Identify various traditional foods, such as dried meat, huckleberries.**
- **Identify various traditional tools and clothing, such as a fish trap, a cradleboard, and moccasins.**

Introduce traditional and modern day foods and tools of the Kootenai, Salish, and Pend d’Oreille tribes.

- **Compare and contrast modern day tools and foods to traditional tools and foods.**

Discuss the effects of European contact on Montana tribes and other tribes in the United States.

- **Describe the effects European contact had on various tribes in the United States in regards to food, tools, land use, cultural traditions, and social interactions.**

Essential Questions:

What is a tribe?

What is a reservation?

What does it mean to be diverse?

What are the three tribes of the Flathead Nation and how are they like? How are they different?

What are some of the 12 tribes of Montana?

How are they alike? How are they different?

How does the unique cultural heritage of each Montana tribe contribute to modern Montana?

Vocabulary:

Diversity	Reservation	Flathead Reservation	Tribe
Kootenai	Salish	Pend d’Oreille	Native
Culture	Chokecherry	Buttercup	Bitterroot
Huckleberry	Bison	Camas bulb	Harvesting
Magpie	Medicinal plants	Cultural heritage	Modern Montana
History	Yarrow	Lodge pole Pine	

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Essential Understanding #2

There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

BIG IDEA: Understand diversity among American Indians

IDENTITY AS AN INDIVIDUAL

Introduce that each person is a unique individual with unique experiences and that an American Indian is a person.

- **Recognize that everyone is different.**
- **Recognize that American Indians are different from one another even within their own tribes and families.**

Introduce that people come from different places and are grouped with people from similar places.

- **Describe students' families within a classroom to show understanding that people come from different places.**
- **Articulate that each individual decides what an acceptable reference is for him or herself.**
- **List possible names that a person has the right to choose to be called by others (nicknames, Ms. or Mrs., ethnic names—Black, African American, Native American, Indian, etc.)**

Introduce that who you are is defined by a variety of cultural and social experiences.

- **List factors that contribute to a person being a unique individual regardless of his or her similarities to an ethnic group.**

Introduce that a distinct ancestry makes a person who they are.

- **Describe experiences and people who might help shape a person to become a unique individual**

Reinforce that a distinct ancestry makes a person an American Indian, but individual identity is defined and redefined by a variety of cultural and social experiences.

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- Explore ancestry and family culture to understand individual identity.
- Identify individual ethnicity.
- Describe how American Indians may differ from one another even within their own tribes and families just like any ethnicity.

CONTINUUM OF IDENTITY

Discuss the fact that there is not just one kind of American Indian.

- Investigate how American Indians differ from each other, just as all people differ from one another.

Introduce that an American Indian is not merely defined by whether or not he or she practices traditional culture.

- Describe ways that American Indians might differ from one another (hair, skin color, tribal affiliation, style of dress, behavior/background)

Discuss what being an American Indian means.

- Define what assimilation means and give an example of cultural assimilation.
- Describe what traditional life and culture may look like in today's modern culture.
- Explain that being American Indian isn't defined by an awareness, knowledge, and/or practice of traditional culture.

Essential Questions:

What is an American Indian?

What might the life of a modern day American Indian on this reservation look like?

What does it mean: "There are no generic American Indians?"

Vocabulary

Indian

Identity

Diversity

Native American

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Essential Understanding #3

The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.

BIG IDEA: All past and present traditions and beliefs deserve respect.
Tribal history is made and preserved by language, stories, songs, sacred rituals, and places.

ORAL HISTORIES AND CULTURAL HERITAGE

Introduce that oral stories have always been told and are still being told.

- With support, retell a traditional story, recalling important details.
- Explore cultural values embedded in traditional stories.

Reinforce that traditional stories of Montana’s tribal people have always been told and are still being told.

- Retell a traditional story and explain its purpose.
- Recognize that there was no written language and that stories were passed down from generation to generation by retelling.
- Give an example of a cultural value embedded in a traditional story.

Reinforce that traditional stories of Montana’s tribal people have always been told and are still being told.

- Give examples of cultural values embedded in traditional stories.
- Compare and contrast stories that were told for entertainment purposes with stories told to implicitly guide behavior.

Introduce that telling stories, singing songs, playing music, and using traditional language are ways to celebrate a culture today and keep its memory alive.

- Receptively understand the Kootenai language and orally express Kootenai greetings, numbers, family names, animal names and commands.
- Sing tribal songs and copy drum rhythms.

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Discuss that the unique cultural heritage of each of the 12 tribes in Montana is taught through oral histories. Indigenous languages are still spoken, sacred songs are still sung, sacred places are still honored and rituals are still performed.

- Receptively understand and express greetings, numbers, and commands, using basic Kootenai language
- Explore oral histories of several tribes.
- Identify seasonal rituals of tribal and non-tribal people.

Explore the unique oral histories of the 12 tribes in Montana. Discuss that Indigenous languages are still spoken, sacred songs are still sung, sacred places are still honored and rituals are still performed.

- Recount and compare tribal stories from a regional perspective.
- Name sacred places and icons of the tribes in Montana, such as Tipi Rings, Vision Quest structures, Sacrifice Cliff, Sweet Grass Hills, fasting sites, Bison Bone Pile.
- Articulate that some traditions and beliefs in history may be private.
- Receptively understand Kootenai greetings and orally express them as well as names and commands in appropriate settings.

TRIBAL HISTORY

Introduce that the first people in this area were tribal—(not Columbus)

- Explore that people were living here long before Columbus sailed over.

Discuss that tribal histories pre-date the “discovery” of North America. Each tribe has a history that can be traced to the beginning of time.

- Compare and contrast an historical account in tribal history and European history to highlight differing points of view (perspectives).
- Retell the “story of Columbus” from both tribal perspective and European perspective.
- Diagram the definition of the word history, what it is, what it is not, a synonym of the word, and an antonym of the word to help discover that not everything that is considered history is true.

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Discuss that tribal histories pre-date the “discovery” of North America. Explore how each tribe’s history can be respected and traced to the beginning of time, with just as much validity as any other mythology or belief.

- **Identify and compare scientific theory, European theory, and tribal beliefs regarding the history of mankind in America.**
- **Research creation stories of the tribes in Montana to determine how tribes trace the beginnings of their people and the creation of the world.**
- **Explain factors such as anecdotal records, oral history, physical evidence, and written history that contribute to a belief.**
- **Research historical accounts surrounding Columbus’ ‘discovery’ of America for facts and inaccuracies.**

TRADITIONS AND BELIEFS

Discuss that traditions and beliefs persist into modern day.

- **Describe a tradition the Kootenai Tribe practiced in the past that they still practice today. Examples include powwows and digging bitterroot.**

Discuss how and where tribal culture persists into modern day.

- **Explain how tribal languages are preserved.**

Discuss that beliefs and values influence how tribes make decisions.

- **Explore the emphasis of Montana tribes on taking care of natural and cultural resources and renewing for the next generation.**
- **Explain systems and structures created by Montana tribes that reflect their beliefs and values.**

Essential Questions:

How do we know about what happened in the past?

How were oral stories created and perpetuated?

Why were oral stories created and perpetuated?

What is tradition? What are beliefs?

What are some examples of tribal cultures, traditions, and languages that are still practiced in modern day lives of American Indians?

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How do tribal cultures, traditions, and languages still practiced by American Indians affect how tribes make decisions?

Vocabulary

preserve	Oral Tradition	Tradition	History
Regalia	Pow-wow	Language	Stick games
Fancy dance, etc.---	Tipi	Parflesche	Moccasin
Bustle	Shaw	Tanned	Hide
Buckskin	Virtues	Coyote stories	Beliefs
Mythology			

Virtues: are your beliefs that you hold inside yourself that guide the way you live.
(This is how I act because this is how I believe.)

Essential Understanding #4

Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:

- I. Both parties to treaties were sovereign powers.*
- II. Indian tribes had some form of transferable title to the land.*
- III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.*

BIG IDEA: Reservation lands have been reserved by the tribes for their own use through treaties, statutes, and executive orders

ANCESTRAL LANDS

Discuss the idea that before there were reservations each tribe had ancestral lands.

- **Locate the ancestral land of the Kootenai, Salish, and Pend d’Oreille on a map of North America.**

Introduce ancestral land areas for each Montana tribe.

- **Compare the ancestral land of the Salish, Kootenai, and Pend d’Oreille tribes with the boundaries of the Flathead Reservation.**

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Discuss the reasons for differing ancestral tribal lands and their uses, such as hunting, gathering, fishing, and way of life.

- **Compare and contrast the location of ancestral lands of Montana tribes.**
- **Analyze the way ancestral lands of Montana tribes were used by the tribes.**

TREATIES

Discuss that treaties were agreements between Montana tribes and the United States government.

- **Articulate that agreements between people should be honored.**
- **Recognize that the Hellgate Treaty was an agreement between the United States and the Kootenai, Salish, and Pend d'Oreille.**
- **Identify the promises made in the Hellgate Treaty between the United States and the Kootenai, Salish, and Pend d'Oreille tribes, such as doctors, food, shelter, and clothing.**

Discuss that treaties required the United States government to take on the responsibility of protecting tribal lands and resources as well as protecting each tribe's right to self govern.

- **Recognize that the Flathead Nation has the same rights to govern itself as the United States.**
- **Identify promises made in the Hellgate Treaty between the US and the Salish, Kootenai, and Pend d'Oreille tribes, such as doctors, food, shelter, clothing, and protection from the Blackfeet.**
- **Explain how the treaty between the United States and the Confederated Salish and Kootenai Tribe required them to work together to protect tribal lands and resources, such as water, forests, and animals for tribal use.**

Discuss that treaties made between tribes and the United States government reserved lands for tribal use.

- **Summarize the main points of the Hellgate Treaty.**
- **Evaluate how well treaties between the United States and the Confederated Salish and Kootenai Tribes to protect tribal resources for the use of the tribes have worked in the past and in the present.**

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Discuss that certain activities on the Flathead Reservation require tribal permits.

- Identify which activities on the Flathead Reservation require tribal permits. (hunting, fishing, hiking, boating)

Discuss why permits are required for some activities on the Flathead Reservation.

- Describe why permits are required for some activities on the Flathead Reservation.

Discuss why tribes have special land use rights.

- Recognize that treaties specified the exchange of tribal land for certain protections and benefits. Such rights often include:
 1. Hunting and fishing rights for tribal members that may extend beyond reservation boundaries.
 2. Education of tribal children.
 3. Protection from the state by the federal government.
 4. First priority for water rights.

Essential Questions:

Which activities on the Flathead Reservation require tribal permits?

What is a reservation?

What is a treaty?

How is the United States Government held accountable for protecting tribal lands and resources?

How were tribal reservation boundaries determined?

Why are permits required for some activities on the Flathead Reservation?

What were ancestral lands?

How are the boundaries of ancestral lands different from the boundaries of reservation lands in present day?

Why do tribes have special land use rights?

What documents are in place that reserve land for tribal use?

Vocabulary:

Reservation

Tribe

Kootenai

Salish

Pend d'Oreille

Treaty

Statute

Executive order

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Essential Understanding #5

Federal policies, put into place throughout American history, have affected Indian people and still shape who they are today. Much of Indian history can be related through several major federal policy periods:

Colonization/Colonial Period: 1492 – 1800s

Treaty Period: 1789 - 1871

Assimilation Period - Allotment and Boarding School: 1879 - 1934

Tribal Reorganization Period: 1934 - 1958

Termination and Relocation Period: 1953 - 1971

Self-determination Period: 1968 – Present

BIG IDEA 1: Periods in history have influenced American Indian life.

Discuss that Indians were the first people here. When Non-native people came, the tribes reserved the land for themselves. (Colonization Period and Treaty Period)

- **Compare and contrast Indian life today with Indian life in the past with books like *Where the Shadbush Blooms*.**

Research the traditions and beliefs of American Indians that have evolved as a result of federal policy periods

- **Describe the changes that occurred as a result of the Colonization Period.**
- **Describe the changes that occurred as a result of the Treaty Period.**

Introduce the idea that over time traditions and beliefs of American Indians have evolved as a result of what occurred during different periods of history.

- **Describe the changes that occurred as a result of the Allotment Period.**
- **Describe the changes that occurred as a result of the Boarding School Period.**

BIG IDEA 2: People have not always been treated fairly and equally.

Introduce the idea of social justice (fair and equal)

- **Explore that people have differing viewpoints.**
- **Explore myths and stereotypes that existed in the past and continue to exist in the present. (Colonization period)**
- **Describe two ways that Indian people have not been treated fairly.**

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Describe how the Colonization Period affected American Indians.

- **Cite examples of respect/disrespect of differing viewpoints during the Colonization period.**

Discuss the concept of an open reservation, such as the Flathead Reservation.

- **Describe the open reservation concept.**
- **Compare and contrast characteristics, benefits, and challenges of open and closed reservations.**

Show effects of treaties on American Indians and the contemporary issues that still exist as a result. (Treaty Period)

- **Describe the Hellgate Treaty and how it affects people on the Flathead Reservation.**

Discuss the Boarding School Period.

- **Describe what schooling has looked like historically for American Indian students.**

Discuss how each federal policy period shaped American Indian History.

- **Create a timeline for the federal policy periods and document the changes that create American Indian History.**

Essential Questions:

What factors caused American Indians' lives to change over time?

What is social justice?

Who are the leaders who have fought for social justice for American Indians?

How did the colonization period affect American Indians?

What is a treaty? How have treaties between federal and tribal governments affected American Indians?

What treaty affects American Indians on the Flathead Indian Reservation?

What is an open reservation?

How did boarding schools affect American Indian children?

How are those affects still present?

What are some federal policies that have been put into place that have shaped American Indian History?

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Vocabulary:

Indian rights	Rights	Equality
Social Justice	Martin Luther King	Fairness
Boarding schools	Myths	

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 an Indian perspective frequently conflicts with the stories mainstream historians tell.

BIG IDEA: History needs to be told from different perspectives.

IMPORTANT HISTORICAL PEOPLE AND EVENTS

Introduce people and events in history that are especially important to the tribes on the Flathead Reservation.

- **Recognize people and events in history that are important to the tribes on the Flathead Reservation, such as Chief Charlo and the Hellgate Treaty.**

Discuss people and events in history that are especially important to the tribes in Montana.

- **Describe people and events in history that are important to the tribes of Montana.**

Discuss people and events in history that are especially important to the tribes in the United States.

- **Describe and explain events in history that are important to the tribes of the United States.**

HISTORICAL PERSPECTIVES

Discuss that there are different historical points of view.

- **Recognize differing points of view in literature, history, and everyday life.**
- **Explain why everyone's voice needs to be heard when telling stories of what has happened in the past.**

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Introduce the idea that people report and view historical events differently.

- **Recognize that American Indians have the right to have the story of their history told from their viewpoint.**
- **Retell the story of the ‘discovery of America’ from the viewpoint of the Native Americans who greeted Columbus.**
- **Compare varying and differing accounts of events in Montana history.**

Introduce the use of primary and secondary documents to research historical perspectives.

- **With support, use primary and secondary documents to explore a variety of accounts of events in history, such as Custer’s Last Stand.**

Introduce historical accounts from an Indian perspective and from what history books tell about an event.

- **Compare and contrast various, differing accounts of events in United States history.**

Essential Questions:

How do we know what happened in the past?

Why are there differing stories of the same event?

What are some events in history that are important to American Indians?

What factors affects how a story is told?

How and why are American Indian and European accounts of history different?

What sources can be used to tell an accurate story of history?

Vocabulary:

viewpoint

history

perspective

conflict

past

event

European

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Essential Understanding #7

Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

Big Idea: Indian tribes have sovereign powers, separate and independent from the federal and state governments.

SOVEREIGNTY

Explore the concept of nation.

- **Recognize that the United States is a nation.**
- **Recognize that the Salish, Kootenai, and Pend d'Oreille tribes make up the Flathead Nation.**

Reinforce that the Flathead Nation is a nation just like the United States is a nation.

- **State how the Flathead Nation is a nation just like the United States is a nation.**

Discuss that sovereignty ensures that tribes have the right to govern themselves, protect and maintain their culture, and make decisions to impact their future.

- **Explain some of the rights of sovereign Indian nations:**
 1. **To self-governance.**
 2. **To make decisions about the laws and rules on each reservation**
 3. **To protect and maintain their cultural and land.**
- **Recognize that tribal sovereignty is a nation-to-nation relationship between the United States government and the tribes.**

GOVERNANCE

Introduce that there are different governments who make decisions together and separately.

- **Identify decision-making bodies in the community students live in, such as the mayor, the city council, and the tribal council.**
- **Recognize that the Flathead Nation has its own government.**

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Reinforce that the Flathead Nation and the city, county, state, and federal governments are separate, yet are partners in decision making.

- **Identify ways that the Flathead Nation and city, county, state, or federal governments work together, such as law enforcement and protection of nature.**

Discuss local city, county, tribal, and federal governments.

- **Compare and contrast local city, county, and tribal governments.**
- **Compare and contrast the Flathead Nation government to the United States government.**
- **Recognize that the Flathead Nation’s tribal government makes decisions for the tribe in their best interest.**

Essential Questions:

What is a Nation?

What is government?

What different government bodies exist in our community and how is the tribe represented in that government?

What is sovereignty?

How and when does the Flathead Nation work together with other governments?

What are the similarities and differences between our reservation’s tribal government and the United States government?

Vocabulary:

sovereignty

self-government

**tribal
government**

nation

******Sovereignty ensures self-government, cultural preservation, and a people’s control of their future. Sovereignty affirms the political identity of Indian Nations—American Indians are not simply a racial or ethnic minority.***