

Polson School District Indian Education for All



5th - 8th Grade Pathway

Polson Middle School IEFA Team: Matt Dalbey, Bob DiGiallonardo, Clay Herring, Joey Kolattukudy, Lori McCurdy, Deanna McElwee, Mandy Ramesar, Valerie Rogers, Amy Williams; 2014

Indian Education for All Pathway
5th – 8th Grade

Polson School District
Indian Education for All
Pathway

Introduction from the 2013 *Indian Education for All K – 5 Pathway*:

“This pathway was developed to identify what children need to know and be able to do in relation to the Seven Essential Understandings Regarding Montana Indians. The goal of this document is to create a developmentally appropriate pathway to support integrating the Essential Understandings into curriculum. 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 – 4th grade and for grades 5, 6, 7, and 8.

The *5th – 8th Grade Indian Education for All Pathway* was developed by a team of Middle School teachers who wish to continue the mission of what the elementary IEFA team began. Their ideas and objectives correlate with the initial document developed in 2013, and include updated fifth grade objectives that link specifically to the sixth grade, seventh grade, and eighth grade teachers/student expectations.

The content of the 5th – 8th Grade IEFA Pathway is built upon the **2013 *Indian Education for All K – 5 Pathway***, and 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:
 - **Red: Grades 5**
 - **Green: Grade 6**
 - **Brown: Grade 7**
 - **Purple: Grade 8**
- Teaching objectives followed by bulleted student learning outcomes.
- Essential questions for students to answer after completing an objective.
- Samples of essential vocabulary for each Understanding.

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Indian Education for All Pathway

5th – 8th Grade

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

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.**

Discuss and explore the realization that Native American culture and symbolism are alive and well today, represented by mainstream fashion.

- **Identify Native American inspired items in today's pop culture.**

LANGUAGE, CULTURE, HISTORY

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.**

Introduce that the location of a tribe contributes to the diversity of their culture and lifestyle, using the resources and geography around them.

- **Describe how the geography and the resources dictated and defined the way of survival for a particular Montana tribe in history.**

Discuss that the location of a tribe contributes to the diversity of their culture and lifestyle, using the resources and geography around them.

- **Compare and contrast how the geography and resources for Montana tribes and for other tribes in North America contributed to the traditions, way of life, and daily subsistence patterns.**

Reinforce that the location of a tribe contributes to the diversity of their culture and lifestyle, using the resources and geography around them.

- **Compare and contrast how the geography and resources for Montana tribes and tribes in North America contributed to the traditions, way of life, and daily subsistence patterns.**

LOCATION

Discuss that many tribes in the United States reserved reservations for their own use.

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

Indian Education for All Pathway ***5th – 8th Grade***

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.**

Discuss that Native Americans throughout the United States have made influential contributions.

- **Identify the location of which each influential Native American originated.**
- **Compare and contrast pre- and post- reservation locations of tribes.**
- **Research influential Native Americans in the United States, what tribe they are from, and where that tribe was located.**

Discuss locations in Montana that are culturally significant to Native Americans.

- **Locate and identify three places on the Montana map to visit, including one with cultural significance. Explain why a person would want to visit that place, with reference to the history.**

Discuss the locations of the seven reservations in Montana.

- **Review the location of each of the seven reservations in Montana on the state map.**
- **Compare the modern map of the reservations in Montana to a map of tribal ancestral lands.**
- **Recognize that not all native communities have been assigned a reservation.**

Discuss the locations of Native American tribes in North America.

- **Review the location of tribes in North America.**
- **Compare the modern map of the reservations in North America to a map of ancestral lands.**

SENSE OF PLACE

Discuss the ways geological features, indigenous flora and fauna, and tribal landmarks of the seven Indian reservations in Montana help build a sense a place.

- **Name and identify trees in Montana such as Quaking Aspen, Cottonwood, Lodgepole Pine, Western Larch, or Western Red Cedar, and describe why they are important to the Salish, Kootenai, and Blackfeet tribes.**
- **Name and identify plants in Montana such as Bear Grass, Huckleberry, Wild Strawberry, Kinnikinnick, Wild Rose, Snowberry, Oregon Grape, Serviceberry, Sweet grass, Camas bulb, or Bitterroot, and describe why they are important to the Salish, Kootenai, and Blackfeet tribes.**
- **Compare methods of gathering foods in the past versus modern day practices, specifically with regards to where and how food was gathered (examples: Camas, Bitterroot, Huckleberry, and Wild Strawberry.)**
- **Identify the effect that traditional migration patterns had on a tribe's food sources, specifically that what foods were hunted and gathered by a tribe depended on what was available to them where they lived and traveled.**
- **Compare the health of the land in the past versus modern day fire ecology practices.**

Indian Education for All Pathway ***5th – 8th Grade***

- **Identify the benefits of the traditional use of fire by native tribes in Montana.**
- **Name and explain the importance of geological features to a particular tribe, such as the Sweet Grass Hills (Blackfeet), Rocky Mountain Front (Salish, Kootenai, Pend d'Oreille, and Blackfeet), and the Bear Paw Mountains (Chippewa Cree).**

Introduce the distinctions between Salish and Kootenai traditions, notable geological features, important flora (plant life) and fauna (animal life), and tribal landmarks. Teach with cultural sensitivity.

- **Make the distinction between Salish and Kootenai traditions, notable geological features, and tribal landmarks such as Chief Cliff, Black Lake, or Painted Rock pictograph site on Flathead Lake.**
- **Recognize that some places are very sacred and some information is culturally sensitive.**

Introduce the distinctions between Salish and Kootenai traditions, notable geological features, important flora (plant life) and fauna (animal life), and tribal landmarks.

- **Make the distinction between important plants of the Salish and Kootenai tribes such as dogwood, sage, yarrow, bitterroot, and huckleberry.**
- **Recognize the idea that some gathering processes and medicinal uses of culturally significant plants are sacred.**

Introduce how the establishment of national parks affected tribal aboriginal lands.

- **Recognize traditional migration patterns that were seasonally practiced.**
- **Analyze how the establishment of national parks affected tribal aboriginal lands, such as Yellowstone National Park and Glacier National Park.**
- **Distinguish the tribal aboriginal lands that are now part of a national park for Montana tribes.**

NATIVE INFLUENCE ON MODERN DAY

Discuss the traditional foods and tools of the Kootenai, Salish, and Pend d'Oreille people.

- **List and describe various traditional foods, such as dried meat (pemmican), bitterroot, huckleberries, wild strawberries, or service berries.**
- **Identify various traditional tools and clothing, such as a horn or willow digging stick (pecas) and moccasins.**

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.**

Introduce that every reservation in Montana has a college that provides educational opportunities.

- **Discuss and explore what educational programs each college has to offer.**

Indian Education for All Pathway *5th – 8th Grade*

Introduce the effect Native Americans have on the modern reservation.

- **Explore the impact of native culture on pop (popular) culture, such as cultural influences on clothing and attire.**

Discuss college financial planning options.

- **Describe opportunities that Salish Kootenai College provides for both adults and students.**
- **Research individual colleges to determine the cost and application process for each, specifically for individual tribal colleges.**
- **Explore the differences between starting salaries of a person without a degree, with an associate's degree, and with a bachelor's degree.**

Essential Questions:

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

What were the traditional foods of the Kootenai, Salish, and Pend d'Oreille people? How were these foods hunted or gathered? Where were these foods hunted or gathered?

What are some traditional tools of the Salish, Kootenai, and Pend d'Oreille people? How were they used?

What was the effect of European contact on various tribes in the United States? How was traditional hunting and gathering of food by Native American tribes, specifically in Montana, impacted? How was traditional land use impacted? What native traditions were impacted by European contact?

What contributions from native people have influenced American culture? Who are some of these specific individuals?

What are some of the indigenous plants that hold importance to the local peoples on the Flathead Reservation? What are some important geological features and tribal landmarks for the Bitterroot Salish tribe? What are some important geological features and tribal landmarks for the Kootenai tribe? Historically, how did geography and geology affect the day to day lifestyle of local tribes? How has that changed in the modern day lifestyles of local tribal members?

What tribal colleges are in Montana? What specialty programs does each tribal college offer?

What are some examples of Native American culture and symbolism that currently exist in pop culture?

What are some significant locations for Native Americans? Where are these places specifically located?

Where are the seven reservations in Montana located? What were the ancestral land locations for tribes in Montana? Which tribes do not have land reserved, and where was

Indian Education for All Pathway *5th – 8th Grade*

their ancestral land?

Historically, how did geography and geology affect the day to day lifestyle of local tribes compared to other American Indian tribes in North America? How has that relationship changed in the modern day lifestyles of tribal members throughout North America?

What indigenous plants hold importance to local peoples on the Flathead Reservation? What geological features and tribal landmarks are significant to the Bitterroot Salish tribe? What important geological features and tribal landmarks are important to the Kootenai tribe?

How were the tribes and their aboriginal lands affected by the establishment of national parks in the late 1800's and early 1900's? What are the traditional migration patterns for tribes in Montana?

What are the current locations of some tribal nations outside of Montana? Before European contact, where were the aboriginal lands of native people in North America? Which Native American communities have not been assigned a reservation?

What financial influences do tribal businesses have on the reservation? What job opportunities do they offer? What are the courses that can be taken at a tribal college which will allow you to get a competitive job? What is the difference between starting salaries of a person without a degree, with an associate's degree, and with a bachelor's degree?

What is the total cost of an associate's degree at a tribal college compared to a state accredited college? What is the total cost of a bachelor's degree at a tribal college compared to a state accredited college? What grants and scholarships are offered for tribal college students?

Where were traditional migration patterns for Montana tribes? How was the knowledge about the importance of flora and fauna passed from generation to generation, among people in the tribe, and from tribe to tribe?

Vocabulary:

Diversity	Reservation	Flathead Reservation	Tribe	Kootenai
Salish	Pend d'Oreille	Native	Culture	Chokecherry
Buttercup	Bitterroot	Huckleberry	Bison	Camas bulb
Harvesting	Cultural Heritage	Medicinal Plants	Magpie	History
Yarrow	Modern Montana	Lodge Pole Pine	Pecas	Landmark

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**

Indian Education for All Pathway

5th – 8th Grade

IDENTITY AS AN 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.

- **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.**

Introduce events or people in American history that have been influential.

- **Make inferences from events which have transpired centuries ago that continue to have an influence on modern day.**

Discuss how the dynamics of a particular time period (such as the 15th, 16th, or 17th century) have shaped modern times.

- **Develop an understanding that identities do change and are very different within a family or community.**

Discuss that cultural traumas are often inherited and impact identity.

- **Identify events that have possibly led to cultural traumas that are inherited and impact identity.**

Introduce that experiences define who a person can be.

- **Describe some of the experiences that are alive and well in communities that influence who people are today.**
- **Describe historically significant events such as boarding school experiences, slavery, immigration, Japanese experiences after Pearl Harbor, the Chinese Exclusion Act, or the Red Scare.**

CONTINUUM OF IDENTITY

Reinforce 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, or 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.**

Compare being a youth today versus being a youth at various points throughout American history.

- **Compare factors that impact self-image today (such as family influence, economic influence, technology, media, and the idolatry of pop culture) versus factors that**

Indian Education for All Pathway *5th – 8th Grade*

impacted the development of a youth's self-image in historical times.

Explore the “generic” art associated with Native Americans versus authentic art specific to certain tribes. Dispel the generic stereotypes associated with Native Americans.

- Distinguish between stereotypical images and authentic images that are associated with American Indians. (Stereotypical: dream catchers, headdress, Hollywood drum beat, generic beadwork designs, etc; Authentic: totem poles, kachina dolls, localized beadwork, drum rhythms, traditional dress, etc).

Essential Questions:

What does it mean: “There are no generic American Indians.”? What does traditional life and culture look like among people of a particular tribe?

How is your history shaping your current identity? How has family and community influence shaped identity over time? What are factors that impact youth self-image today? What are factors that have impacted youth self-image in historical times?

What are some of the experiences in history that influence who people are today? What are some stereotypical images associated with American Indians? What are some authentic images associated with American Indians?

Vocabulary

Indian Stereotype	Diversity Authentic	Identity Self-image	Native American Pop Culture
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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

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

- Recognize that there was no written language and that stories were passed down from generation to generation by retelling.
- 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, specifically Salish or Kootenai stories.

Discuss that traditional stories are told worldwide in every culture.

- Compare and contrast the versions of traditional stories of various cultures with Native American traditional stories.

Indian Education for All Pathway ***5th – 8th Grade***

Reinforce that traditional stories are told worldwide in every culture.

- **Compare and contrast the versions of traditional stories of various cultures with Native American traditional stories, such as the versions of Cinderella and Little Red Riding Hood.**

Introduce that the meanings in traditional stories are still relevant for the lessons of youth today.

- **Compare how the meanings in traditional stories are still relevant for the lessons of youth today.**

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

- **Identify examples of the use of traditional language in keeping the Salish culture alive, such as the Salish names of places, plants, and animals.**
- **Identify examples of the use of traditional language in keeping the Kootenai culture alive, such as the Kootenai names of places, plants, and animals.**

Reinforce that telling traditional stories not only helps celebrate a culture and keep its memory alive, but helps build a sense of place for people in that tribe. Introduce and discuss one version of the Sheep’s Head story for the Salish tribe.

- **Recognize that Salish stories referencing local landmarks help build a sense of place for Salish people.**
- **Recognize that telling traditional stories by parents and elders in a tribe is a way to ensure the survival of those stories as well as preservation of culture and morals.**

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, or Bison Bone Pile.**
- **Articulate that some traditions and beliefs in history may be private.**

Discuss that traditions and beliefs may vary among tribes, within a tribe, or within a family.

- **Discuss the variations and similarities in a person’s unique practices and traditions within their family.**

Introduce and discuss several Coyote Stories during the winter season.

- **Develop and create a legend that includes purpose, morals, characters, and personification.**

TRIBAL HISTORY

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

Indian Education for All Pathway

5th – 8th Grade

validity as any culture's 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, with specific reference to Salish and Kootenai beliefs.**
- **Explain factors such as anecdotal records, oral history, physical evidence, and written history that contribute to a belief.**
- **Recognize that the first people in this area were tribal (not Columbus).**
- **Research historical accounts surrounding Columbus' 'discovery' of America for facts and inaccuracies.**

Reinforce 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 culture's belief.

- **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 and maintain a belief.**

Discuss the environmental factors (climate, vegetation, landform, wildlife, and minerals) and their influence on hunter-gathers in choosing specific geographical areas in which to live and hunt.

- **Research the factors regarding why a hunter-gather tribe chose their location and migratory routes.**
- **Identify the types of plants, animals, and minerals in a tribe's area compared to other tribe's traditional homelands, with specific reference to Salish and Kootenai peoples.**

Discuss how traditional lands have influenced the oral histories of a tribe. (Badlands, Turtle Island, Black Hills, Chief Cliff, Bear Rock, Buffalo Jump, Camas Prairie, and Bitterroot digging areas)

- **Identify the culturally significant sites that have influenced the tribal histories and traditions.**

Introduce that tribal histories are preserved and maintained by members of its communities.

- **Discuss and research how tribal histories are presented today and how the tribes are preserving these histories.**
- **Give specific examples of how these entities are preserving Native history.**

TRADITIONS AND BELIEFS

Discuss that beliefs and values influence how tribes make decisions.

- **Explore the emphasis of Montana tribes on taking care of natural and cultural resources as well as renewal for the next generation.**

Indian Education for All Pathway ***5th – 8th Grade***

- **Explain systems and structures created by Montana tribes that reflect their beliefs and values.**

Discuss how and where tribal culture persists into modern day.

- **Give examples of how traditions and beliefs persist into modern day. (i.e., sweat lodge, digging bitterroot, powwows, jump dances, reverence for nature, etc.)**

Introduce and discuss the various native and non-native cultural influences on modern day popular (pop) culture. (i.e. Nike ID; N7 series; native-inspired designs such as Pendleton; popular authors such as Sherman Alexie, Joseph Bruchac, Heather Cahoon, and James Welch)

- **Identify examples of Native and non-native cultural influences on modern day popular culture.**
- **Describe the history behind the identified cultural influence.**

Discuss cultural influences today and its impact on tribal decisions on modern day issues, i.e. tribal water rights (Water Compact), lawsuits, tribal land reclamation, Kerr Dam, etc.

- **Identify and discuss modern tribal issues.**

Introduce how the tribal council works.

- **Describe how the tribal council works and their influence on tribal decisions.**

Essential Questions:

Why were oral stories created and perpetuated? What are examples of cultural values embedded in traditional stories? What are some stories that were told for entertainment? What are examples of stories from the Salish or Kootenai people that were/are told to guide behavior? Are there stories that serve multiple purposes?

What are some examples of Native American traditional stories that compare to those that are told worldwide? What are similarities between those stories? What are the differences?

What are the similarities and differences in the morals and the themes of each tale?

How can the lessons in traditional stories address modern youth issues?

Why is telling stories, singing songs, playing music, and using traditional language important to a culture of people?

What are some examples of sacred places of specific Montana tribes? Why might that place be sacred? Is that knowledge available to everyone? Why might some information be private? How does the importance of a sacred site contribute to the internal strength of that tribe?

How did the landforms influence the shelter, clothing and food? What is the effect of climate on types of clothing and shelter? How was vegetation used for food, shelter, and clothing? Which animals would be used shelter, food, transportation and clothing? What minerals would be used for shelter and food? How were the minerals acquired?

Indian Education for All Pathway
5th – 8th Grade

How do traditional lands shape culture and influence tribal histories?

What areas or structures are on the reservation to preserve native traditions and histories? (i.e., culture committees, the People’s Center, etc.)

What are the different beliefs and viewpoints about the history of mankind in America? How are scientific and European beliefs different from tribal beliefs? Do multiple perspectives deserve respect? If so, why? What are some creation stories, if they can be shared, of the tribes in Montana? What factors contribute to the perpetuation of a belief in history? Who were the first people in North America, according to tribal history?

What are the facts, and according to who, surrounding Columbus’s voyage to America? What is the story of Columbus from the tribal perspective? What is the story of Columbus from the European perspective? What are the inaccuracies surrounding Columbus, often maintained in European historical accounts? Is everything in history considered to be true?

What are the different beliefs and viewpoints about the history of mankind in America? Do multiple perspectives deserve respect? If so, why? What creation stories are told by Montana tribes? Are some creation stories private? What factors sustain the beliefs of a group of people?

What environmental factors have influenced hunter-gather tribes in history to choose specific geographical areas in which to live, migrate, and hunt? What is the traditional homeland and migratory route of the Salish, Kootenai, or Pend d’Oreille people? What types of plants, animals, and minerals existed in a specific tribe’s traditional homeland? What types of plants, animals, and minerals existed in the traditional homelands of the Salish people? What types of plants, animals, and minerals existed in the traditional homelands of the Kootenai people? What types of plants, animals, and minerals existed in the traditional homelands of the Pend d’Oreille people?

How have traditional lands have influenced the oral histories of a tribe? What are some traditional lands that influence oral histories of a specific tribe?

How are tribal histories presented today? How do specific tribes preserve their histories? What are specific examples of how a tribe is currently working to preserve its history?

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

What are some of the unique practices or traditions that your family demonstrates? How are those practices similar or different than those of other classmates? What is the significance (as much as can be shared) of a particular Native tradition that is currently being practiced?

What is an examples of Native or non-native cultural influences on modern day popular culture?

Indian Education for All Pathway *5th – 8th Grade*

What are modern issues that the tribe is concerned with? How is the tribal council elected and organized? What influences has the tribal council had on modern issues? How have traditions and beliefs influenced modern day tribal issues? What is happening in the 21st Century dealing with reclamation of tribal lands along with lawsuits?

Vocabulary

Preserve	Oral Tradition	Tradition	History	Tipi
Regalia	Pow-wow	Language	Stick Games	Hide
Fancy Dance	Chicken Dance	Parfleche	Moccasin	Ethics
Jingle Dance	Traditional Dance	Hoop Dance	Tanned	Virtues
Grass Dance	Buckskin	Coyote Stories	Shawl	Bustle
Tribal Council	Water Compact	Kerr Dam		

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 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 were used by Montana tribes.

Introduce and discuss the interactions of neighboring tribes and how it affected the historical migrations and relationships.

- Describe the interactions of neighboring tribes and how affected, positively and negatively, the historical migrations and relationships.

Introduce and discuss the traditional histories as it relates to tribal lands.

- Identify locations of ancestral lands that hold importance for to tribal histories.

Discuss locations of traditional homelands for Montana tribes.

- Compare and contrast the current locations of Montana tribes as compared to their former locations.

Introduce and discuss the forced migration of Native American tribes post-Hellgate Treaty.

- Explain how tribes changed from hunters and gatherers to an agrarian society.

Indian Education for All Pathway

5th – 8th Grade

TREATIES

Discuss what that a treaty is a written promise. Emphasize that treaties made between tribes and the United States government reserved lands for tribal use.

- State the definition of the word ‘treaty’.
- Summarize the main points of the Hellgate Treaty.
- Evaluate how well treaties between the United States and the Confederated Salish and Kootenai Tribes created in order to protect tribal resources have worked in the past and in the present.
- Explain that tribal lands are protected for the use of the tribes.

Discuss that not all reservations were established by treaty.

- Identify treaties throughout Montana that established reservations.
- Identify ways that different reservations were established.
- Compare and contrast the way the Flathead Reservation was established to that of another reservation in Montana, focusing on what was promised and what was forfeited.

Discuss the purpose of the Hellgate Treaty.

- Highlight and summarize the portion of the Hellgate Treaty which established the Flathead Reservation.

Discuss the Hellgate Treaty’s effect on westward expansion and the development of the Homestead Act.

- Analyze the percentage of the reservation that was given to white settlement through the Homestead Act.
- Compare the percentage of land promised to the tribes to the percentage of land owned and bought back by the tribe today.
- Analyze how the Homestead Act impacts the establishment of Polson or other cities 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:

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?

Indian Education for All Pathway *5th – 8th Grade*

How have politics affected historical land claims? What are the different perspectives on ownership of land? How has that changed? How have tribal identities changed after tribes have been removed from ancestral lands?

Where did the people originate? How did the lives of hunter-gatherer tribes change as they were forced to relocate? What did the tribes forfeit (culture, land, language, identity, rights) by entering into (forcibly or willingly) the treaty agreement? How has that had a long lasting effect? What were some other ways reservations in Montana were established?

What does ‘treaty’ mean? How were lands reserved for tribal use? What are the main points of the Hellgate Treaty? How well did treaties work in the past, specifically between the United States government and the Salish, Kootenai, and Pend d’Oreille people?

What are the different ways that reservations established in the past? What reservations in Montana were established by treaty? How was the Flathead Reservation established? What was promised to the Salish, Kootenai, and Pend d’Oreille tribes by signing the Hellgate Treaty? What was forfeited by the tribes when they signed the Hellgate Treaty? Who signed the Hellgate Treaty?

What was the purpose of the Hellgate Treaty? How did the Hellgate Treaty influence government and Native American relationships? What impact does this treaty have on tribes and government decisions today (ex: water rights, Bison Range, Kerr Dam, land buy-back)? How did communication barriers impact the treaty? What may have been lost in translation? What percentage of the land was promised to the Salish, Kootenai, and Pend d’Oreille tribes? What percentage of land has been bought back by the tribes? What percentage of land is currently owned by the tribes? How did the Homestead Act impact the establishment of Polson and other cities on the Flathead Reservation?

Vocabulary:

Reservation	Tribe	Kootenai	Salish	Pend d’Oreille
Charlo	Treaty	Statute	Ceded	Pablo
Baptiste Eneas	Homestead Act	Hellgate Treaty	Ronan	Arlee
Confederated	Dawes Allotment Act	Executive Order	Translate	Polson
Agrarian	Hunter-gatherer	Migration	Bison Range	Kerr Dam

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

Indian Education for All Pathway *5th – 8th Grade*

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

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 changes that occurred as a result of the Allotment Period, such as lifestyle and land rights.**
- **Describe changes that occurred as a result of the Boarding School Period, such as education and assimilation.**

Analyze issues and major events that occurred during the Allotment Period (Allotment Act of 1860). Introduce Indian Policy Reform (Dawes General Allotment Act of 1887 and ‘Archives of the West’ and by President Chester Arthur).

- **Identify key points in ‘Indian Policy Reform’ to create a t-chart with “problems” and “solutions”.**

Introduce excerpts of *Sweetgrass Basket* by Marlene Carvelle. Discuss the boarding school period and how Indian life has been influenced. (See OPI Language Arts Unit)

- **Discuss and describe key ideas read in *Sweetgrass Basket*.**
- **Use free-verse poetry format to create a story showing issues brought up by boarding school experiences, such as removal, separation, loss of identity, and assimilation.**

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

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.**

Introduce and 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 (1492 – present) and document the changes that create American Indian History.**

Introduce the controversy regarding school mascots, specific to American Indians. Discuss the insensitivity or the acceptance of keeping controversial school mascots.

- **Identify characteristics that a mascot should have (bravery, fierceness, courage, pride, intimidation).**
- **Discuss the characteristics of Polson’s school mascot.**
- **Understand the concern about the disrespect surrounding the use of cultural symbols used as school mascots.**
- **Debate the controversy regarding the use of school mascots.**
- **Research schools that have changed their school mascot in response to the controversy.**

Indian Education for All Pathway

5th – 8th Grade

- **Research current mascots of schools in Montana (specifically reservation schools or schools surrounding the reservation – Flathead Braves, Browning Indians, Hot Springs Savage Heat, Ronan Chiefs & Maidens) as well as national mascots (Washington Redskins, Atlanta Braves, Cleveland Indians, Chicago Blackhawks).**
- **Write a persuasive paragraph beginning with “Qualities of a Mascot.”**

Discuss the controversy over school mascots in relation to American Indians.

- **Review characteristics that a mascot should have (bravery, fierceness, courage, pride, intimidation).**
- **Review the concern about the disrespect surrounding the use of cultural symbols used as school mascots.**
- **Research national mascots (Washington Redskins, Atlanta Braves, Cleveland Indians, Chicago Blackhawks).**

Essential Questions:

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?

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? What changes in American Indian lifestyle and land use occurred as a result of the Allotment Period? What changes in American Indian lifestyle and education occurred as a result of the Boarding School Period?

What is a primary source?

What problems does President Arthur identify regarding the U.S. Government and the Indians? What solutions does President Arthur offer to remedy the situations? In what ways does the Dawes Allotment Act seem to remedy the problems identified by President Arthur? In what ways does the act weaken and dismantle the power of Indian nations?

From *Sweetgrass Basket*: What convinced parents to allow their children to go to boarding schools? How was their personal identity taken from them? What were the hardships and how did their lives change? How did Mattie and Sarah cling to tradition when everything was taken away?

Why is there a controversy over school mascots? What is the purpose of a mascot? What is the mascot supposed to represent? Why have some schools changed and others have not? Who initiates the change? Has the controversy brought about any changes?

Why is there a controversy over team mascots? What are some national mascots that are under scrutiny? What teams have changed? What has factored into the change? Has the controversy brought about any changes?

Indian Education for All Pathway *5th – 8th Grade*

Vocabulary:

Indian rights	Rights	Boarding Schools	Social Justice	Mascot
Bias	Assimilate	Equality	Fairness	Initiate
Offensive	Tolerance	Stereotypes	Discrimination	
Myths	Controversy	Dawes Allotment Act	Scrutiny	

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

Review 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 tribes in the United States.

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

Introduce and discuss one version of the Chief Cliff story.

- **Write and illustrate a legend with a kindergarten or 1st grade audience in mind.**

Introduce the tradition of the digging of the bitterroot, including how and why this tradition is passed on within families, where bitterroot may be dug, and when it is appropriate to dig bitterroot.

- **Explain the basic details regarding the digging of the bitterroot, such as why bitterroot are dug; tools that are used; how families become involved in this tradition; and when and how bitterroot are usually dug.**

Discuss the historical and nutritional significance of the bitterroot for the Salish people.

- **Explain the historical and nutritional significance of bitterroot for the Salish people.**

Discuss how relocation impacted the tradition of digging bitterroot.

- **Explain how relocation has impacted the digging of the bitterroot.**

HISTORICAL PERSPECTIVES

Reinforce 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.**

Indian Education for All Pathway

5th – 8th Grade

- **Recognize that American Indians have the right to have the story of their history told from their viewpoint.**
- **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, the Lewis and Clark expedition, or the signing of the Hellgate Treaty.**

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, such as colonization of America, westward expansion, the American-Indian Wars, or assimilation.**

Introduce that different perspectives influence or limit beliefs about a historical or contemporary topic.

- **Use information from multiple sources to show how perspective varies and can be contradictory.**
- **Form an opinion based on supporting information gathered about a topic.**
- **Compare and contrast viewpoints surrounding a common topic.**
- **Consider the source, as well as the purpose and perspective of the author.**

Reinforce that primary and secondary documents should be used to research historical perspectives. Include and discuss the importance of multiple perspectives and sources. Introduce that the intent of a historical document may be different than how it was or is used.

- **Recognize how the perception of history may change over time.**
- **Use primary and secondary documents to support differing historical perspectives.**
- **Recognize the purpose and effect of the document (intent versus use).**

Introduce the conflicting perspective of those involved regarding the landing of Columbus, as well as the conflicting perspectives of those involved in the Lewis and Clark expedition.

- **Compare and contrast differing perspectives of the landing of Columbus.**
- **Compare and contrast differing perspectives of the Lewis and Clark expedition.**
- **Consider the source, as well as the purpose and perspective of the author.**

Reinforce why it is important to view history through multiple perspectives.

- **Discuss the multiple perspectives of the Civil War, Abraham Lincoln, the Dakota 38, Immigration, the Great Depression, and World War II, as well as the individuals who helped create these perspectives.**
- **Discuss the Native American perspective of significant events in American and World history, such as the Civil War, Immigration, the Great Depression, and World War II.**

Indian Education for All Pathway

5th – 8th Grade

Essential Questions:

What are some people and events in history that are important to the Kootenai, Salish, or Pend d'Oreille? What are some people and events in history that are important to tribes in the United States other than in Montana?

What is the story of Chief Cliff about? What are the main parts of a legend that make it a legend?

What is the historical significance of bitterroot to the Salish people? What is the history behind the digging of the bitterroot? How has relocation impacted the digging of bitterroot? What is the nutritional significance of the bitterroot for the Salish people? What does the bitterroot flower look like? Who or what determines when it is ready for harvest? What tools are used to dig bitterroot? How do families pass this tradition on to their children?

How and why are American Indian and European accounts of history different? What sources can be used to tell an accurate story of history?

What is a primary document? What is a secondary document? How does the use of primary and secondary documents affect understanding of an event in history such as Custer's Last Stand, the Lewis and Clark expedition, or the signing of the Hellgate Treaty?

What is your opinion about the topic? Where did you get your information? How do the different perspectives surrounding a topic influence your understanding or opinion? What affects the changing of an opinion? Has your opinion changed, and if so, why? Who influences your opinions?

Is the primary or secondary document used the way it was intended? What was the original intent of the document? From which party was the intent derived?

What are the different accounts of what happened when Columbus landed in the Americas? What source supports each viewpoint? What primary or secondary documents show that viewpoint?

What historical events in tribal history have different perspectives? What historical events in world history have different perspectives?

How do these different perspectives effect relationships between individuals today?

Vocabulary:

Viewpoint	Primary Source	Perspective	Conflict	Civil War
Past	Lewis and Clark	Camas Prairie	Bitterroot	Fact
History	Harvest	Bitterroot Valley	European	Event
Hot Springs	Dakota 38	Secondary source	Opinion	Contemporary
Peca	Abraham Lincoln	Great Depression	World War II	Columbus

Indian Education for All Pathway

5th – 8th Grade

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

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.**

Discuss that the Flathead Reservation has tribal sovereignty. Explain what sovereignty is and what it looks like on the Flathead Reservation. Discuss the sovereign rights that the Salish, Kootenai, and Pend d'Oreille tribes have.

- **Define what sovereignty is and cite examples on the Flathead Reservation.**

Reinforce the rights of sovereign nations and how this sovereignty determines current decisions, and affects modern issues, including land claims and mineral rights.

- **Identify the rights of sovereign nations.**
- **Discuss how sovereignty may complicate modern issues.**

GOVERNANCE

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 tribes in their best interest.**

Discuss the ways local city, county, tribal, and federal governments work together. Discuss the current and past relationships between tribal government, local, state, and Federal governments.

- **Provide examples (past and present) that illustrate the ways local city, county, tribal, and federal governments work together.**

Introduce modern day issues that are affected by sovereignty.

- **Identify current events on and around the Flathead Reservation that are affected by sovereign rights.**

Indian Education for All Pathway *5th – 8th Grade*

Explain the logistics of the tribal council, including its formation and who may serve on the tribal council.

- State how the tribal council is formed and who may serve on the tribal council.

Explain what laws and rules were created by tribal government and the reasoning behind them.

- Identify laws and rules that were created by tribal government.

Essential Questions:

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

What is sovereignty? What sovereign rights do the Salish, Kootenai, and Pend d’Oreille tribes have? What are the differences between tribal governments and local, state, and federal government? What are the current decisions being made by tribal government when dealing with specific modern day issues?

How is the tribal council formed and who can serve on the council? What laws and rules apply to the Flathead Reservation as set by tribal government?

How do local city, county, tribal, and federal governments work together? How do these entities work against each other? What are some of the governance issues that are affected by sovereignty?

Vocabulary:

Sovereignty	Self-government	Tribal government	Nation
Flathead Nation	Federal Government	Tribal Council	

*****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.*