



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent

# Social Studies Model Lesson Plan

## Ways People Live

Grade 1

### Stage 1 Desired Results

#### Established Goals:

**Social Studies Standard 3, Benchmarks 4.2-5, 7** Students will describe ways people live; how weather and the physical environment affect these ways of life. (e.g., **food, clothing, shelter**, transportation, recreation).

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

**IEFA 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.

**IEFA Essential Understanding 3** Each tribe has its own oral histories which are as valid as written histories. These histories predate the "discovery" of America.

#### Understandings:

- People from the 12 Tribal Nations of Montana are all different; they eat different food, wear different clothes and live in different places. They are not all the same.
- People from one tribe can be different, too.
- Different (traditional) food is eaten and prepared for special celebrations.
- Different (traditional) clothing is sewn and prepared for special celebrations.
- Different (traditional) shelter and lodging is prepared for special celebrations.

#### Essential Questions:

- How do people from one tribe live today (food, clothing, shelter)?
- How did people from one tribe live long ago (food, clothing, shelter)?
- What are some of the special celebrations for one tribe when they eat traditional food? Dress in traditional clothes? And stay in traditional lodging to celebrate a special day?
- Why is a tradition passed on to family members?

#### Students will be able to...

- name at least one of the 12 Tribes of Montana.
- identify and name contemporary ways a Montana Indian tribe lives today (food, clothing, shelter) through the creation of an individual drawing or a pictogram.
- identify and discuss historical ways a Montana Indian tribe lived long ago through historical

#### Students will know...

- the name of at least one tribe of Montana Plains Indians.
- Montana Plains Indian people shop for groceries, wear contemporary clothing and live in frame houses.
- Montana Plains Indians changed their way of eating, dressing, and means of shelter over time.



*Ways People Live (continued)*

photographs

- compare and contrast past ways of living (food, clothing, shelter) with present ways of living; students identify and discuss why they believe the past or present way of living might be important.
- describe the clothing worn in a special celebration (from one of the 12 Tribal Nations of Montana) and why the clothing might be important.
- write and label a drawing or pictogram using vocabulary words and discuss the meaning of: tribe, powwow, shelter, lodging, feast, celebration, tradition.

- some (not all) Montana Plains Indians may eat traditional (special) food for feasts, wear traditional (special) clothing for celebrations, and spend time in a traditional form of lodging for traditional (special) events.
- family members share and make traditional clothing for celebrations or make it to pass on to family members because it tells a traditional story.

**Stage 2 Assessment Evidence**

**Performance Tasks:**

1. Student will point to or attach a sticker to show a location and say the name of a tribe that lives closest to the classroom community (lesson and map from First Grade, SS Lesson 1).
2. Each student creates a drawing or picture chart of historical Montana Plains Indian food, clothing, shelter (one item for each category) before there was store-bought food, clothing and shelter. Student labels the drawing with vocabulary words.
3. Student creates drawings of contemporary Montana Plains Indian food, clothing, shelter (one item for each category) to build the awareness and to understand the significance that everyone needs to eat healthy food (from the food pyramid), wear protective clothing, and live in homes that protect us from the elements.
4. Student presents an oral review of both drawings, and names one reason a tribe of Montana had to change to store-bought food, clothing and shelter.
5. Give an oral description of a traditional way one tribe of Montana may dress for a special celebration and explain why it might be important to that tribe.

**Other Evidence:**

This can be an ongoing activity as students learn about other tribes. More geographical locations and landmarks can be incorporated into the lessons. Contrasting period clothing of past and present, as well as present ceremonial dress may be additional areas students can learn about.

**Stage 3 Learning Plan**

**How will the design ...**

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

Review or determine what is a tribe (see Glossary of Terms for the Indian Education for All social studies model lesson plans).

*Ways People Live (continued)*

Ask students what they know about Montana Plains Indian people and how they used to live long ago (food, clothing, shelter) through a discussion and open-ended questions. Ask what students know about Montana Plains Indian celebrations.

Build an understanding of tradition; what traditions do we celebrate and why do our parents teach us about them?

**Value each idea and record it (KWLH chart); this will be reviewed later in an ongoing manner to rethink and revise with authentic information as the lesson develops; it is the responsibility of the teacher to be the facilitator of authentic information, allowing students to make new associations and connections which may replace earlier, misinformed information.**

The teacher will explain to students that they are all going to explore and learn together how one tribe of Montana lived long ago and how that same tribe may live today, as well as some of the things which changed over time. Use a classroom Venn diagram to present a classroom discussion to compare and contrast how one tribe may have lived in the past and how that tribe may live now (Past, Same, Present) or create a classroom pictogram of past and present.

Develop a classroom food pyramid to support foods eaten by Montana Plains Indians (meat, vegetables, fruit, grains) past and present. What food needs are the same and what have changed?

Assessments (1, 2, 3, 4) for students will occur after the above ongoing discussions and students have practiced comparing their understandings of the Montana map, Venn diagram and food pyramid.

*H= hook all students and hold their interest?*

View the DVD *Long Ago in Montana*.

Read aloud, *Powwow: Images Along the Red Road*.

Read aloud and view historical photographs, *Over a Century of Moving to the Drum Salish Indian Celebrations on the Flathead Indian Reservation*, by Johnny Arlee.

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

For review, use a Montana map outline manipulative to locate a specific tribe's reservation.

Read literature selections that will best support the cultural identity of a tribe – it does not have to match exactly.

*Ways People Live (continued)*

Explore one tribe to gain an understanding of the great diversity of how a tribe lives differently now than long ago, and how this same tribe is made up of many different ways their people dress, eat and live. Where can we look to explore this – on the Internet, in the library, in books? Who can help us?

Students create an individual drawing or pictogram of historical Montana Plains Indian food, clothing, and shelter in a booklet form.

Students create an individual drawing or pictogram of contemporary Montana Plains Indian food, clothing and shelter in a booklet form.

Find out why it is culturally important for a tribe to have a special celebration and what happens during the celebration (clothing, food, shelter).

Assessment (5) for students occurs after students gain an understanding of past and contemporary customs and celebrations.

*R= provide opportunities to rethink and revise their understandings and work?*

Review classroom Venn diagrams, pictograms or other through classroom discussion, allowing individual students to lead, teach and ask questions.

Review and determine things that are true about the way tribes lived in the past and present, and things that are false (made up) from earlier discussions.

Review students' early understandings of Montana Plains Indian celebrations as the lesson develops, in order for students to gain authentic knowledge about contemporary celebrations and why a Montana Plains Indian may dress differently, eat different food and stay in a traditional type of lodging for special celebrations – not day-to-day living.

*E= allow students to evaluate their work and its implications?*

Practice and provide classroom time throughout the week for each student to present (before the final assessment presentation) an individual map with a specific tribe, to name the tribe (and show the tribe's location on the map if this hasn't been done before), and share some things they have learned about their food, clothing and shelter. Students take turns speaking about their pictograms, using new vocabulary, complete sentences, describing a celebration (clothes, dance, food, etc.) and key learning expectations from "Students will know..."

Students will review their own vocabulary list and may add new words as the lesson develops.

*T= be tailored and personalized to the different needs, interests and abilities of learners?*

Create and organize a small learning center with a classroom pictogram model where students can work on individual drawings, pictograms and/or food pyramids (paper, markers, grocery store ads, old catalogs, pencils, glue, etc.). Provide vocabulary books made from appropriately lined paper, as well as drawing paper for students to draw word descriptions and any accompanying student art work.

### *Ways People Live (continued)*

Students who have difficulty with writing the words may need extra support with handwriting or gluing pre-written labels.

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

Review all literature and DVDs ahead of time to support specific objectives, through Web sites and library materials.

Seek a tribal speaker to visit the classroom if possible.

Provide non-stereotypical pictures for classroom use of Montana Plains Indian historical food, clothing and shelter to represent the tribe through the use of accurate books, tribal Web sites, etc.

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

### **Materials/Resources Needed:**

Arlee, Johnny. (Salish) *Over a Century of Moving to the Drum: Salish Indian Celebrations on the Flathead Indian Reservation*. St. Ignatius, Mont.: Confederated Salish and Kootenai Tribes Salish Culture Committee, and Montana Historical Society Press, Helena, Mont., 1998. 92 pages. ISBN 0-917298-57-8

Erdrich, Louise (Turtle Mountain Chippewa/German). *The Range Eternal*. Illustrated by Steve Johnson and Lou Fancher. New York: Hyperion Books for Children, 2002. ISBN: 0-78680220-0

*DVD Long Ago in Montana*. Montana Office of Public Instruction Indian Education Division.

Marra, Ben. *Powwow: Images Along the Red Road*. Abrams Publishing, 1996. ISBN: 0610926806.

Wheeler, Bernelda (Cree/Saulteaux). *I Can't Have Bannock*. Illustrated by Herman Bekkering. ISBN: 0-895411-48-3

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

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

Blank Map of Montana

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

### **Additional suggested resources:**

<http://apps.educationnorthwest.org/indianreading/> Indian Reading Series Download free

Blackfeet [www.blackfeetnation.com](http://www.blackfeetnation.com)

Glacier Reporter: Official publication for the Town of Browning and the Blackfeet Reservation.

406-338-2090 Cut Bank Mont. <http://www.glacierreporter.com>



*Ways People Live (continued)*

Chippewa Cree Tribe of the Rocky Boy Reservation <http://www.chippewacree.org/>  
The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

Confederated Salish & Kootenai tribes <http://www.cskt.org/>  
Char-Koosta News news:ISSN 0893-8970) (406) 675-3000 <http://www.charkoosta.com/>

Crow Tribe Apsaalooke nation <http://www.crow-nsn.gov/>  
Big Horn County News, ISSN 0740-26000, PO Box 926, Hardin, Mont. 59034 (800)-735-8736

Fort Belknap - Assiniboine/Gros Ventre <http://www.ftbelknap.org/>  
Fort Belknap News fbnews@itstriangle.com

Fort Peck Tribes - Assiniboine/Sioux <http://www.fortpecktribes.org/>  
Fort Peck Journal [www.fortpeckjournal.org](http://www.fortpeckjournal.org)

Little Shell Tribe [www.littleshelltribe.us](http://www.littleshelltribe.us)

Northern Cheyenne Net Tribal Government [www.fortpecktribes.org](http://www.fortpecktribes.org)  
Tribal Report, PO Box 128, Lame Deer, Mont. 59043 406-477-8077

Real Bird, Henry (Crow). "Birds and People." *Indian Reading Series*.  
Value Clarification: Birds, like people, differ from each other and do things differently.  
Illustrations and text show similarities and differences between birds and compare the similarities and differences to Indian tribes and people.