

Montana Small Schools Alliance  
**HONORING MONTANA'S FIRST PEOPLES**

**UNIT:** Assiniboine and Gros Ventre Stories

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**SCHOOL AND COUNTY:** Ovando Elementary School in Powell County

**GRADE LEVEL:** K-8

**INDIAN RESERVATION REFERENCED:** Fort Belknap

**SUBJECT AREAS:** Social Studies, Literature, Speaking and Listening

**CONTENT STANDARDS ADDRESSED:**

Social Studies Standard 3: Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions.) Benchmark 3 and 4.

Social Studies Standard 4: Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships. Benchmark 1 and 3

Social Studies Standard 6: Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies. Benchmark 1, 2, 3, and 4.

Literature Standard 4: Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders. Benchmark 2

Speaking and Listening Standard 1: Students demonstrate knowledge and understanding of the communication process.

Speaking and Listening Standard 3: Students apply a range of skills and strategies to speaking and listening.

Speaking and Listening Standard 4: Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.

**ESSENTIAL UNDERSTANDINGS ABOUT MONTANA INDIANS:**

Essential Understanding 2: 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. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity, ranging from assimilated to traditional, that is unique to each individual. There is no generic American Indian.

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 history beginning with their origins that are as valid as written histories. These histories pre-date the “discovery” of North America.

**Additional information: Stories of the Assiniboine and Gros Ventre are told at any time. The season does not matter. Stories are told at night, so the children could think about them when they went to sleep. There is always a moral to the story, a life long experience, to teach values, respect and why certain things are done a certain way.**

Oral history was and is very important to the Native Culture; this type of learning is still passed down to this day.

Editor's note:

This unit should be taught after the one called “Salish Stories” in this series. This unit relies heavily on specific resources. For the background information about the Assiniboine and Gros Ventre Tribes go to: [WWW.fortbelknapnation-nsf.gov](http://WWW.fortbelknapnation-nsf.gov). Teachers and students should read and discuss the home page, then Fort Belknap history, the Gros Ventre History and the Assiniboine History sections.

The two stories and their activities used in this unit How Horses Came to the Gros Ventre and How the Summer Season Came are taken from *The Indian Reading Series* found on the Northwest Regional Educational Laboratory website. The site is: [www.nwrel.org](http://www.nwrel.org). Once at the home page type Indian Reading Series in the search space in the upper right hand corner. The first story How Horses Came to the Gros Ventre is found as Book 17 in Level V, and the second one, How the Summer Season Came is Book 6, Level IV.

For an expansion on this unit, the teacher could also use Story of the Seasons. Book 1, Level III to compare and contrast with Indians from a Reservation in central Oregon.

## Assiniboine and Gros Ventre Stories

**Introduction:** This lesson was developed to be taught for one hour a day for one week. *Prior to Day 1 review Salish stories.*

**Objectives:** Familiarize students with geographic location of Assiniboine and Gros Ventre Indians and demonstrate their understanding of the Assiniboine and Gros Ventre cultural diversity using multiple media sources. Compare and contrast the cultural diversity of the Salish and Assiniboine and Gros Ventre stories.

### **Materials:**

See Editor's Note

Markers

Worksheets

Chart Paper

Camera for recording

### **Day 1:**

1. Give the students an overview of the objective for the unit
2. Review Salish stories (to be read only when snow is on the ground)
  - a. KWL on what students remember about Salish
  - b. "Story of Bitterroot"
  - c. "Coyote Stories"
  - d. "Mean Old Lady Story"
  - e. "How the Beaver Stole Fire"
  - f. KWL of Assiniboine/Gros Ventre
  - g. Watch video tape of student's story from last year
3. Show students geographic location of Fort Belknap and discuss the Assiniboine and Gros Ventre tribes.

### **Day 2:**

1. Introduce the background vocabulary needed to proceed with the lesson. The words to introduce are as follows:
  - tribe
  - reservation
  - sovereign
2. Review oral story telling
3. Answer some of the "Want to know" on the Assiniboine and Gros Ventre tribes
4. Break into groups and search for information on the computer.

**Day 3:**

1. Read stories to students (stories can be told at any time, but are told as bedtime stories to children).
  - a. How Horses Came to the Gros Ventre – Red Bird's Death
  - b. How the Summer Season Came
2. Discuss and answer questions on books

**Day 4:**

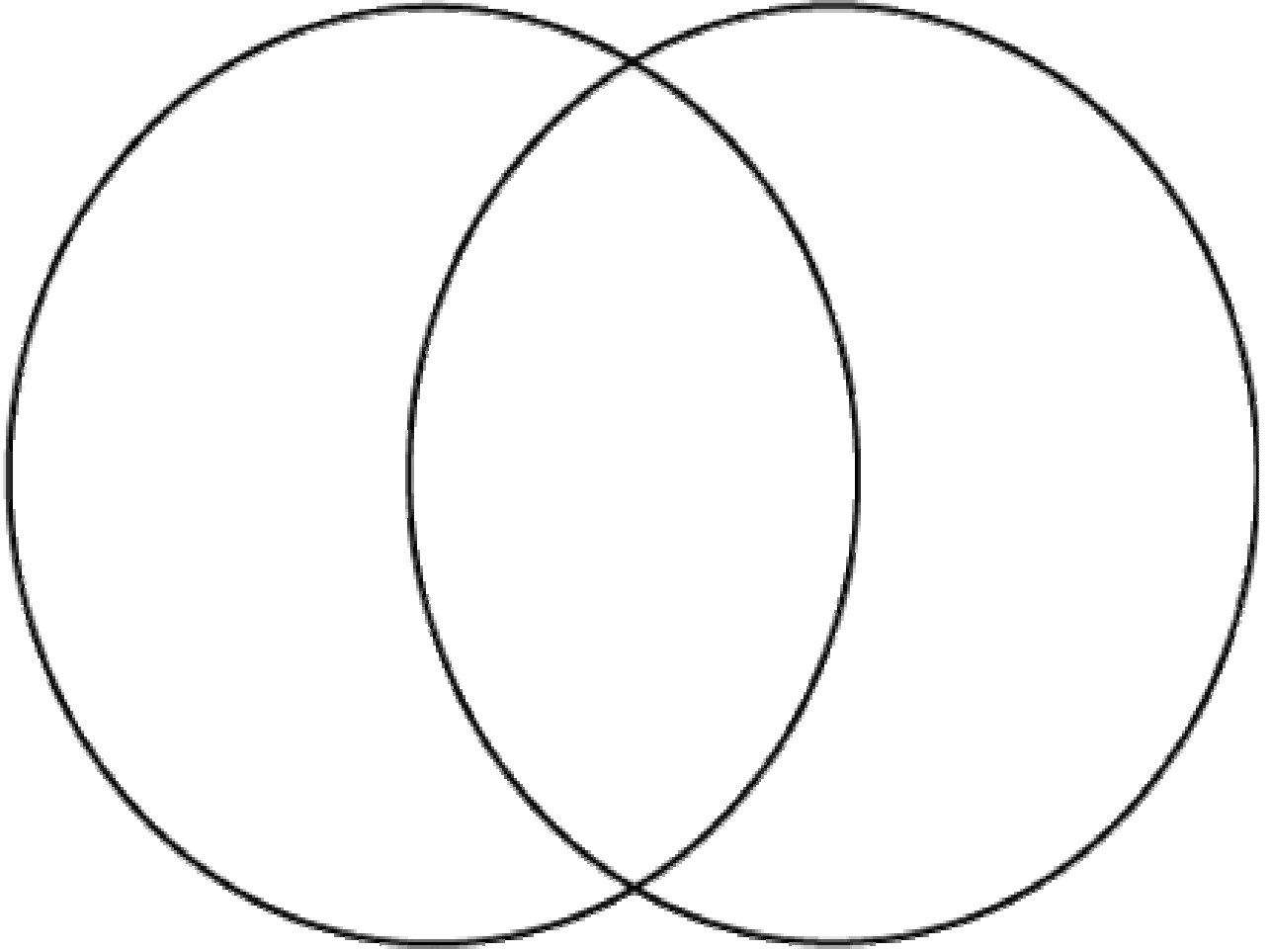
1. Have teacher do Venn diagram with each group
2. Compare and contrast Salish stories and Assiniboine and Gros Ventre stories
3. One group will do compare and the other group contrast

**Day 5:**

1. Each group will present to the other
2. One teacher videotapes the presentations
3. Assessments
  - a. K-4 multiple choice test
  - b. 5-8 written assessment (short answer)

<b><u>K</u></b>	<b><u>W</u></b>	<b><u>L</u></b>
<b>What I know</b>	<b>What I want to know</b>	<b>What I learned</b>

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Name \_\_\_\_\_

**Indian Education Assessment  
Fort Belknap  
Grades K-4**

1. What two Indian Tribes share the Fort Belknap Reservation?
  - A. Assiniboine and Gros Ventre
  - B. Assiniboine and Salish
  - C. Gros Ventre and Cree
  - D. Salish and Kootenai
2. Why is story telling so important to the Assiniboine and Gros Ventre Indians?
  - A. Taught history
  - B. Gave them something to do
  - C. They liked to visit
  - D. They didn't have picture books
3. In what part of the state is the Fort Belknap reservation located?
  - A. Northwestern Montana
  - B. Southeastern Montana
  - C. North central Montana
  - D. Northeastern Montana
4. What was the purpose of storytelling for the Assiniboine and Gros Ventre?
  - A. Entertainment
  - B. Pass on history
  - C. Teach lessons
  - D. All of the Above
5. How did the Assiniboine and Gros Ventre Indians supply food?
  - A. Ranching
  - B. Nomadic hunters
  - C. Farming
  - D. None of the Above
6. Which animal did the Assiniboine and Gros Ventre follow?
  - A. Buffalo
  - B. Elk
  - C. Antelope
  - D. Horses
7. When did the Assiniboine and Gros Ventre tell their stories?
  - A. Winter
  - B. When traveling
  - C. When they had time
  - D. All year long



8. What is one similarity between the Assiniboine and Gros Ventre and the Salish?

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9. How did the name Gros Ventre come about?

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10. Find and label the Fort Belknap Reservation on a map of Montana. (attached)



Name \_\_\_\_\_

**Assessment  
Indian Education  
Grades 5-8  
Assiniboine and Gros Ventre  
Salish**

Answer questions in complete sentences use an extra sheet of paper if necessary.

1. Explain the geographical location of the Fort Belknap and Flathead Reservations and plot them on the map. (attached)
  
2. Name the two tribes on the Fort Belknap Reservation and tell about them.
  
3. Contrast and compare the Assiniboine and Gros Ventre and Salish using the Venn diagram attached.
  
4. What is one main difference between the storytelling of the Assiniboine and Gros Ventre and the Salish?
  
5. What is one similarity between the Assiniboine and Gros Ventre and Salish?
  
6. Why were the Assiniboine and Gros Ventre sent to the same reservation?
  
7. Explain what cultural diversity means.

