

Montana Small Schools Alliance
HONORING MONTANA'S FIRST PEOPLES

UNIT: Mapping/History of Fort Belknap Reservation

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SCHOOL AND COUNTY: Elliston School in Powell County

GRADE LEVEL: 5-8

INDIAN RESERVATION REFERENCED: Fort Belknap

CONTENT STANDARDS ADDRESSED:

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

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

ESSENTIAL UNDERSTANDINGS ADDRESSED:

Essential Understanding 4: Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:

- That both parties to treaties were sovereign powers.
- That Indian tribes had some form of transferable title to the land.
- That acquisition of Indian lands was solely a government matter not to be left to individual colonists.

Essential Understanding 5: There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods. Examples: Colonization Period, Treaty Period, Allotment Period, Boarding School Period, tribal Reorganization, Termination, Self-determination

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.

Purpose: Students will be able to locate the Fort Belknap Reservation and identify land features of the reserved land, identify the tribes located on the reservation, have an awareness of the history behind the formation of the reservation, define sovereignty and recognize that the Fort Belknap Reservation is a sovereign nation.

Materials:

- ✓ DVD “Long Ago in Montana” {www.opi.mt.gov/IndianEd}
- ✓ Map of Montana with Reservations outlined –Map A {www.opi.mt.gov/IndianEd}
- ✓ Internet Scavenger Hunt - Attachment I
- ✓ Contour Map that includes the Fort Belknap Reservation {www.usgs.gov}
- ✓ Materials to create map such as clay, paper mache, salt dough, cardboard, colored pencils, paint (preference of the teacher)

RESOURCES

Creating a Better Understanding of Tribal Government and History Concerning the Fort Belknap Indian Reservation. Sign Talker Lithographic Service, Billings, MT. For copies, contact Minerva Allen, Hays/Lodge Pole Public Schools, Hays, Montana 59527.

www.opi.mt.gov/IndianEd American Indians 101: Frequently Asked Questions. 2006.

Utter, Jack. *American Indians Answers to Today's Questions.* National Woodlands Publishing Company. 1993

Introductory Activity:

Watch the DVD “Long Ago in Montana”

Day 1:

Introduce map of Montana with reservations outlined (Map A). Discuss establishment of reservations. Have students label the reservations. Use Map B to introduce the Fort Belknap Reservation and its features.

Each student should have a journal as they are learning about the Assiniboine and Gros Ventres, have the students record information as they learn and any questions they may have. (This can be a continuation of the journal started with the Confederated Salish and Kootenai Tribe unit) The journal can be used as assessment of information learned. Each day students and teacher should discuss questions to see if they have learned answers.

Day 2:

Students will complete Internet scavenger hunt. See Attachment I
Students can journal about information learned during the scavenger hunt.

Day 3:

Introduce the seal of the Fort Belknap Reservation, and its history (attachment II)
Students will draw seal and label the different features and the meaning behind them.

Day 4:

Introduce sovereignty and the Fort Belknap Indian Community government structure.

Have each student research a definition of sovereignty and share as a group during the next day’s lesson.

Discuss the following quote and in journals have students respond to quote:
“Sovereignty is the force that binds a community together and represents the will of a people to act as a single entity.”

Sharon O’Brien, American Indian Tribal Governments (O’Brien 1989)

The following is background information for the teacher:

Excerpt from: *Creating a Better Understanding of Tribal Government and History Concerning the Fort Belknap Indian Reservation, pg. 2*

“Sovereignty has always been a major issue with the Indian people, since the independence of the United States, policies concerning Indian sovereignty were

always coming up. The first time was in the year 1830, when Congress passed the Indian Removal Act. This Act was to be one of the many that would try to take the right of self-government from the Indian people. This Act led to the moving of the Indians to reservations. The Indian people gave up much of their land in exchange for the provisions of various services, such as education and health services, by the United States.

As tribe after tribe went down in power struggles with the white man, the United States began to assume authority to involve itself in tribal affairs. After the United States government entered the scene, a lot of litigation happened to the Indian people. Some were good, and some were bad – things such as the Major Crimes Act, the Dawes Act, the Indian Reorganization Act, the Johnson O'Malley Act, the Indian Civil Rights Act. All of these, to some extent, caused the Indian people as a whole to lose some of their rights as a sovereign nation. Even the Indian Civil Rights Act of 1968 caused some limitation to tribal sovereignty. The Act protected individual Indians from their own tribal governments, but in the process put potentially serious limitation on tribal sovereignty. The Act stated that tribal governments must provide many of the same individual protections provided by the United States government's Constitution. Following the passing of this Act, people were predicting a lot of intervention by the federal courts into tribal affairs. This eventually became true, because with the establishment of federally funded legal service offices on the reservation, many of the cases challenged the procedures of tribal courts, the actions of tribal police, tribal election practices, tribal refusal to enroll certain individuals as members, tribal discrimination against certain religions, and other tribal policies.

Before the Act, the federal courts usually refused to hear such defiances of tribal sovereignty. But in certain cases, such as one on the Fort Belknap Reservation in the case of *Colliflower vs. Garland*, the federal courts found it in the best interest to override tribal courts.”

Excerpt from American Indians 101 Frequently Asked Questions
(www.opi.mt.gov/IndianEd)

“Q16: What is the relationship between tribes and the states?

A: Given that the United States and tribes have a sovereign government to sovereign government relationship, States do not have any power over tribes within their territories, and vice-versa. The U.S. Constitution vests authority over American Indian Affairs in the federal government and therefore, tribes and states also operate under a government-to-government relationship. In fact, in order to become a part of the United States, most states, including Montana, had to disclaim any and all rights to American Indian lands within its territory. Article 1, Section 1 of the Montana Constitution (the Enabling Act), approved February 22, 1889, states: . . . *all lands owned or held by any American Indian or American Indian tribes shall remain under the absolute jurisdiction and control of the*

congress of the United States, continue in full force and effect until revoked by the consent of the United States and the people of Montana.

A tribe and a state can agree, through compacts or other agreements, that certain legal relationships exist. Additionally, the U.S. Congress can establish certain laws that create a state-tribal relationship on particular issues. Tribes retain the right to enact and enforce stricter laws and regulations than those of the neighboring state(s). Tribes possess both the right and the power to regulate activities on their lands and over their citizens independently from the neighboring state government.”

In the United States Constitution, Native Americans are first referred to in Article 1, Section 2, which states, “Representatives and direct taxes shall be apportioned among the several states which may be included within this union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding *Indians not taxed*, three fifths of all other Persons” The reference to “Indians not taxed” was due to the vaguely sovereign status the Indian tribes held at the time the Constitution was drafted. This clearly excludes Indians from participation in the constitutional process. The only other reference to Indians is Article I, Section 8, Clause 3, which reads, “The Congress shall have power to...regulate Commerce with foreign nations, and among the several states, and with Indian tribes.” This is sometimes called the *Commerce Clause* and distinguishes Indian Tribes from foreign nations and from states. The original Constitution does not address what tribes were, only what they weren’t. (Contributed by Holly King)

Day 5:

Students share their definitions of sovereignty and discuss ways that the Fort Belknap Community Council and the Fort Belknap Reservation maintain a sovereign nation. Review structure of Tribal Council, have students create a computer generated “chart” of the governmental structure (example: attachment II) and discuss issues that the council may deal with such as

Day 6 -?

Look over contour map of the Reservation. Show the class various features on the map. The students will work in small groups and make a map of the reservation (the reservation alone or the reservation within an outline of Montana) using guidelines as determined by the teacher (i.e., towns, county lines, rivers, lakes, mountains, etc., example: Attachment III) Students can use overhead to project map onto their poster paper. The teacher can have the students make a 3-D map (features can be made of clay or salt dough) using a topographical map as a guide or make a flat map labeling required features on the reservation.

The student's can journal daily, during map-making, on information learned and progress on map. As a final journal assignment the students should summarize what they have learned about the Fort Belknap Reservation, the history of the Gros Ventre and Assiniboine Tribes and the government of the Tribes. (Maybe including what they would like to learn next!)

Internet Scavenger Hunt

Go to www.fortbelknapnations-nsn.gov and answer the following questions.

1. The Fort Belknap Reservation was established in what year? _____.

2. Tribal oral history states the Assiniboine originated in what area?

3. Current President of the Fort Belknap Reservation is _____.

4. The Fort Belknap Reservation includes how many acres?

5. Fork Belknap was named after who? _____

6. What is currently the main industry on the Fort Belknap Reservation?

7. What is the name the Gros Ventre call themselves? _____

8. What do the Assiniboine refer to themselves as? _____

9. What remains central to the traditional spiritual beliefs of the Gros Ventre people?

10. The Gros Ventre and Assiniboine were nomadic hunters and warriors. They followed what animal?

11. Name 3 things this animal provided them with. _____

12. What disease reduced the numbers of the Gros Ventre around the year 1754?

13. What mountain range is located close to Hays?

14. What is the name of the college in Fort Belknap? _____

15. What business is 100% owned and operated by the Gros Ventre and Assiniboine Tribes?

Answers:

1. May 1, 1888
2. Lake of the Woods and the Lake Winnipeg area of Canada
3. Julia Doney
4. 675, 147 acres
5. William W. Belknap, Secretary of War
6. agriculture
7. White Clay People
8. Nakota
9. The Feathered Pipe and The Flat Pipe
10. Buffalo
11. food, clothing, and shelter (teepees)
12. Small Pox
13. Little Rocky Mountains
14. Fort Belknap College
15. Little Rockies Meat Packing Company

Fort Belknap Reservation
Gros Ventre and Assiniboine Tribes

Label the following on the map....

1. Hays
2. Fort Belknap
3. Peoples Creek
4. Milk River
5. Weigand Reservoir
6. Lodge Pole
7. the county division
8. Zortman
9. Natural Bridge
10. Old Mission
11. Fort Belknap College
12. Location of Fort Belknap Tribal Council Headquarters