

Montana Small Schools Alliance
Honoring Montana's First Peoples

UNIT: History of the Salish Pend d'Oreille and Kootenai Peoples

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SCHOOL AND COUNTY: King Colony in Fergus County

GRADE LEVEL: 5-8. The time frame for this unit is 1 month. Unit can be taught in its entirety or used by lesson where it is appropriate.

INDIAN RESERVATION REFERENCES: Flathead

SUBJECT AREAS: Social Studies, Art, Technology, Writing

CONTENT STANDARDS ADDRESSED:

Art Standard 5: Students understand the role of the Arts in society, diverse cultures, and historical periods.

Social Studies Standard 2: Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

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

Technology Standard 5: Students develop the skills, knowledge and abilities to apply a variety of technologies to conduct research, manage information, and solve problems. They distinguish among, evaluate and appropriately use current emerging media and technologies in the inquiry process.

Writing Standard 1: Students write clearly and effectively.

Writing Standard 6: Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.

ESSENTIAL UNDERSTANDING ABOUT MONTANA INDIANS:

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 Period

Termination Period

Self-determination

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.

RESOURCES USED:

- OPI Indian Education for All (materials in print or located OPI website) specifically:
 - Montana Indians: Their History and Location*
 - Connecting Cultures & Classrooms K-12 Curriculum Guide*
- Books:
 - Coyote and the Man Who Sits On Top*, Indian Reading Series
 - My Name is Seepeetza* by Shirley Sterling
 - Ktunaxa Legends* compiled and translated by Kootenai Culture Committee Confederated Salish and Kootenai Tribes
 - A Brief History of the Salish and Pend d'Oreille Tribes* by the Salish-Pend d'Oreille Culture Committee, Confederated Salish and Kootenai Tribes
- Autobiographic Account of mission school at St. Ignatius, MT by Gene Glover

Internet websites:

<http://digital.library.upenn.edu/women/zitkala-sa/stories/school.html> to research one personal account of boarding school/mission schools in American - *School Days of an Indian Girl*

Confederated Salish and Kootenai Tribes (www.cskt.org)

Oyate website (www.oyate.org).

OPI website www.opi.mt.gov/IndianEd

Materials Needed:

- overhead projector
- writing journal for each student
- copies of stories for each student group
- My Name is Seepeetza* for each student

Introduction

The existence of the Salish, Pend d'Oreille and Kootenai tribes is believed to date back to prehistoric times. Some archeologists believe that tribal members lived in the Northwest region 15,000 to 13,000 years ago (some believe as long as 40,000 years ago), prior to the New Ice Age.

Some social studies books cover the migration of humans crossing what is now called the Bering Strait. This theory is being reconsidered by some archeologists because most Indian tribes believe their people originated in America. American history books also cover the arrival of Europeans on the North American continent with brief mention of the American Indian. It is at this point in the social studies curriculum that the history of American Indians and their existence before this migration should be addressed. For Montana schools, information concerning the history of the indigenous tribes should be taught. Using the lesson plans from the OPI publication *Connecting Cultures and Classrooms*, teachers can provide a brief overview of the historical happenings during this time period of American history. *Montana Indians, Their History and Location* will provide specific information on the Pend d'Oreille, Salish and Kootenai tribes.

There is not a great deal of historical information available on the existence of the Salish, Pend d'Oreille and Kootenai prior to the New Ice Age due to the loss of oral traditions. People indigenous to these tribes use the story of Coyote and other animal people to help us understand how long American Indians have occupied this land (Montana Office of Public Instruction, 2007).

The fur trade (early 1800's) brought many changes to the West and the American Indian. Throughout recent centuries, Indians suffered from diseases brought by Europeans, language loss through suppression of native cultures, forced assimilation and alcoholism (Salish-Pend d'Oreille Culture Committee, 2003)

In this lesson, students begin to explore the longevity of American Indians and significant historical events that shaped Indian life today.

Madeline Hunter Lesson Plan Format

Lesson 1

Time: 1 class period

Introduction: This lesson can be used to introduce a time in American history. It can be integrated with current social studies materials, incorporating important dates in American Indian history.

Objective: Create a timeline for American history.

Anticipatory Set:

Teacher will introduce the concept of a timeline of the major points in history being studied. Using the time line in OPI's *Connecting Cultures and Classrooms*, have 3" x 5" cards with major events listed and have students do a blind draw until cards are gone. In a large group, have them place the cards in chronological order. This can be done by having children stand in the correct sequence or by placing on a large table or the floor.

Teaching—Input:

"Walk" the children through these moments in history. Use written materials available in social studies books and the above resources to preview/review these historical moments.

Teaching—Modeling:

Discuss the major events that will be covered during this period of history explaining how these events affected American Indians and how the majority of our history books reflect the perspective of Anglo-Saxon males. Show the DVD *Tribes of Montana and How they got Their Names* or *Talking Without Words* to demonstrate how easy it was to misinterpret each other and how major decisions were made without the parties fully understanding the agreements. This might also be a good time to lay the foundation of how treaties were entered in good faith but were later changed to the detriment of the American Indian when the administration of the United States government changed.

Teaching—Checking for Understanding:

Breaking into small groups, students will take a piece of the time line and illustrate the key points. This time line will be placed on the wall for reference and built upon as different periods in history are covered. This can be a semester or year-long project.

Guided Practice:

Teacher will circulate as students first begin this project, as the year progresses, students should be able to work on this independently.

Accommodations: none other than teacher guidance

Assessment: Students will receive a completion grade.

Lesson 2

Time required: 3-5 class periods

Objective:

- Demonstrate understanding of the importance of Coyote stories in teaching generations of American Indian history.
- Demonstrate understanding of American Indian existence of the North American Continent/Montana using an illustrated timeline dating back to pre-Colonization through the 1800's.

Anticipatory Set:

Teacher will read *Coyote and the Man Who Sits On Top*. **Please note: Important Additional Information: the Salish only tell their stories when the snow is on the ground. Out of respect for their culture, please only use this lesson in the winter when there is snow.** This story illustrates one of the ways elders used story to explain creation. At this point, the use of story can be discussed by the teacher to explain that in the past much of Indian history and culture were passed on through oral tradition. However, throughout recent centuries, this art was diminished due to the arrival of the European settler.

Teaching—Input:

Students will study resources presented by teacher (see resources above). Students will study a variety of animal stories and legends. They will gather in small groups to discuss the antics of Coyote and his brother Fox and other animals to form an understanding of the tales. Many Coyote stories also discuss good behavior and have a moral undertone. For this unit, we will be focusing on the history of the American Indian through story.

Teaching—Modeling:

Teacher and students will write a story together, taking a piece of history to teach our families. This will be done on the overhead and students will copy it into their writing journals.

Teaching—Checking for Understanding:

Use questions to determine if students understand the use of oral tradition. Using Bloom's Taxonomy, ask students questions covering all levels from knowledge, comprehension, application, analysis, synthesis, evaluation. Determine if students are clear on lesson taught. If not repeat areas where need be.

Guided Practice:

After writing a story together, students will write their own story using some historical moment during this time in American history. Teacher will circulate and help when needed to clarify misunderstandings. This story is to be illustrated and put into a simple book format. This is a good piece for students' portfolio.

Closure:

Reinforce major points in history during this period. Use of timeline will be helpful for student understanding. Timelines located in OPI material will be used.

Assessment:

Rubric for writing stories (see below)

Accommodations:

Students with both physical and/or cognitive needs can work with a partner or with the teacher in a small group. This is also another option for all students.

Story Writing : American Indian Stories¹

Teacher Name: **s Fox**

Student Name: _____

CATEGORY	4	3	2	1
Introduction	First paragraph has a "grabber" or catchy beginning.	First paragraph has a weak "grabber".	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first paragraph.
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.

Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Dialogue	There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking.	There is too much dialogue in this story, but it is always clear which character is speaking.	There is not quite enough dialogue in this story, but it is always clear which character is speaking.	It is not clear which character is speaking.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.

Lesson 3

Introduction:

This lesson will introduce students to the boarding school/mission school era in American Indian history. Read aloud the portion on the Black Robes from the booklet *A Brief History of the Salish and Pend d'Oreille Tribes* or go to www.cskt.org. There are many personal accounts available for students to research. *School Days of an Indian Girl* is one account that can be found at the following web address: <http://digital.library.upenn.edu/women/zitkala-sa/stories/school.html>

Please note: There may be American Indian students in your class or their parents who have experienced the pain of separation from attending a boarding school. The teacher should be prepared to have additional support for these students.

Objective:

To comprehend the significance of how boarding schools changed American Indian culture and families.

Anticipatory Set:

Tell students that in ten minutes they will be put on a bus, which will take them to another school in a largely Hispanic neighborhood. No one speaks English. They do not need any of their personal belongings. Their parents have agreed to this arrangement. They can come back to see family and friends during summer vacation. Observe their response to this news and discuss how they felt for that fleeting moment when the news was given to them.

Teaching—Input:

Read the history of the Black Robes and/or *School Days of an Indian Girl* to the class. Discuss where appropriate.

Teaching—Modeling:

Students will begin to read the book *My Name is Seepetza* by Shirley Sterling. Using a literature circle format, break students into small groups and assign each one a role. For more information on literature circles go to www.litsite.alaska.edu/.

Teaching—Checking for Understanding and Guided Practice:

During literature circle discussions, teacher will observe and join each group answering any questions and adding suggestions where needed.

Assessment:

A rubric for participation will be used by the teacher. Each student will use a rubric to peer grade for group participation. Each student will keep a journal as he/she reads the book. Time will be given at the end of the period to reflect upon their reading and discussions. Students will turn in journals each session and will receive a completion grade. Rubric can be made using RubyStar Home. See sample below.

Accommodations:

Students who need help will be paired with a partner or placed in a small group that will be led by the teacher. Reading will be assigned before discussion groups take place.

Collaborative Work Skills : My Name is Seepeetza

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings needed materials to class and is ready to work.	Almost always brings needed materials but sometimes needs to settle down and get to work	Often forgets needed materials or is rarely ready to get to work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.

Lesson 4

Hellgate Treaty of 1855 and the Allotment Act

Introduction: Students will be introduced to the Treaty of Hellgate of 1855 followed by the Allotment Act.

Objective: To recognize the effect of the Westward Expansion on the American Indians.

Anticipatory:

Please note: There may be American Indian students in your class or their parents who have experienced the pain of separation and loss from having to move from their homes to new places. The teacher should be prepared to have additional support for these students.

Discuss how the leaders of China will be coming to our country and taking over all Montana cities. People who live on this land will be moved into the country and will have to find new work. These people will be put into the country without any knowledge of how to work the land and take care of themselves. There is no Internet, telephone service, television or other electronic devices. Discuss student reaction to this news.

Teaching—Input:

This lesson should be incorporated with the social studies unit discussing the Westward Expansion found in all American History books. Have students study the land occupied by the American Indian before the expansion. Discuss how this expansion changed the lives of Montana tribal people. Students will look at a map found in many social studies books that shows the territories before expansion. Have students identify where various tribes are located in these territories. Explain that this was similar to what happened with the Westward expansion.

Referring back to lesson one, underscore how language played a role in misunderstanding when treaties were made, and how the United States government betrayed the agreements in later administrations.

Teaching—Modeling:

Students will study maps before the Expansion and after the Treaty of Hellgate. Break into small groups and have students give examples of how they might feel if this were to happen to them. After 5 minutes, have large group discussion.

Teaching—Checking for Understanding and Guided Practice:

Students will do a web search for information on the Hellgate Treaty. Much of the available information is written at a higher level. Teachers will need to translate and explain the Treaty. A copy of the treaty can be found on www.ckst.org. Other citations which include a copy of the treaty are www.idb.org and www.skc.edu. Teachers should also refer to *A Brief History of the Salish and Pend d'Oreille Tribes* from the resource list to present information on the Allotment Act.

Worksheet to accompany web search using Bloom's Taxonomy

Level one: Knowledge

1. What were the names of the representatives from the tribes and the United States Government for the Hellgate Treaty?
2. Where and when did this meeting take place?
3. How much land was considered part of the tribal territory before the treaty meeting and how much did the American Indians have after the treaty meeting.

Level 2-Comprehension

4. In your own words, what do you believe was the general feeling on the part of the American Indians when they were called to this treaty meeting? Did they believe that there was a reason for this meeting to take place? Explain your answer.
5. What difficulties did the members of the treaty meeting face?
6. Tell what the Allotment Act of 1887 did?

Level 3-Application

7. How can you apply the information that you learned about the negotiations to your life today? Think about times you give your word or have entered into an agreement with your friends/family.
8. What elements of this scenario would you like to change if you could go back in time?

Level 4- Analysis

9. What, do you believe, was the motive of the White man for writing this treaty and the ensuing allotment of land? Explain your answer.
10. What is the relationship between how American Indians were treated in the past to how they live today?

Level 5- Synthesis

11. What plan could you come up with that would have helped the American Indian and the White settler?

Level 6- Evaluation

12. What judgment would you make about how the American Indians were treated by the United States government concerning the Hellgate Treaty and later the Allotment Act?

Assessment:

Above worksheet

Accommodations:

Work in partners. Students who have difficulty writing will answer questions orally.