

Model Lesson Plan

Social Studies

Grade 5

Topic 1 Part I - Geography of the MT Indian Reservations

Stage 1 - Desired Results

Established Goals:

- Students will know and locate the common features of the seven MT Indian reservations, including physical features, seats of tribal government, schools, communities and towns, colleges, political boundaries, counties. [GLE 5.3.1;5.3.3] REVIEW.
- Students will know and locate the home place of the Little Shell Band; its primary location is Great Falls.
- Students will know that the beliefs of the MT tribes are directly connected to their lands (reservations, historical range or areas claimed). [GLE 5.3.2]

Understandings:

- Students know basic common features of the seven Indian Reservations of Montana . They can identify the reservations and their approximate boundaries, identify the location of the tribal capitals, know the names of tribes identified with each of the reservations, identify significant towns and physical features, and the tribal colleges. They can identify the home location of the Little Shell Band.
- Students know the historical and ancestral lands for certain tribes of Montana (use those tribes closest to your school district—at least 2 tribes).

Essential Questions:

- What are reservations? (Review)
- What are some of the features that political maps and physical maps might both show? Why? (Review)
- How are reservations like other nations?
- Why are ancestral lands and historical range important to each MT tribe?
- Why is the Little Shell Band not located on a reservation?

Students will be able to...

- Individually reproduce maps of the physical and political features of at least 2 Montana reservations; the common features of each Montana Indian reservation include, for example, boundaries, counties, tribal capital, towns, land features, tribal colleges.
- In groups of 2-4 students, students can reproduce/explain features of all 7 Montana reservations, and the home claimed by the Little Shell Chippewa Band.
- Identify a tribe's ancestral lands, migration routes, historic ranges (for example, lands where hunting and fishing were shared with other tribes) and ancestral lands.

Stage 2 - Assessment Evidence

Performance Tasks:

- Reproduce accurate maps of the physical and political features of at least 2 MT reservations. Use the Map rubric to score their own individual efforts, then make needed corrections so that their maps are accurate for future use. Place the maps in their notebook.
- Identify all 7 reservations, tribal capitals, tribal colleges and towns during an assessment; also identify the home area claimed by the Little Shell Chippewa Band.
- Identify ancestral lands and a tribe's history range for at least 2 MT tribes, during an assessment.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need student (blank) MT maps, suitable for labeling. They will also need a wall map for discussion time, and a MT road map.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions may have more than one answer, depending on viewpoints expressed.

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- E= Teacher guides discussion and map activities, ensuring that students as a group, and in discussion, (a) identify the reservation and tribal nations of the particular reservation—this could be used in the map label; (b) identify and discuss physical features; (c) identify and discuss political features—capital, towns, boundaries, etc.
- R= Students make their own maps, and discuss their map with other learners; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings. Some students may need to complete a second map (first efforts should be lightly drawn, using pencil).
- E= Students evaluate their work using the Map Rubric. After they have evaluated their map, each should write/tell what they have learned about the features. (can be in a journal, or in their notes—but should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete basic map components (maybe only the tribal capitals, for example) based on their different needs and abilities.
- O= Students will complete the map activities in two class periods (about 50 minutes each); this should keep student engagement and learning high. Discussion (Essential Questions, initially, and ensuing discussion will probably take one other class period).

Vocabulary/Concepts:

- New: Reservation, tribal capital, tribal colleges, ancestral lands.
- Review: Landforms, physical map, political map, delta, mountain range, prairie.

RECOMMENDED RESOURCES:

LARGE MONTANA WALL MAP, which also shows Montana Indian Reservations, and counties. The assignments can be completed using such a map.

Other Helpful Resources:

- Maps and Resources from the Regional Learning Project, University of Montana:
- Large wall map, in color:
- Tribal Territories in MT: Boundaries as defined by the Fort Laramie Treaty of 1851, and the Flathead and Blackfoot Treaties of 1855. Shows today's reservations in red. This map costs about \$50.00. See latest order form at the Regional Learning Project's website (GOOGLE IT!).
 - a. The above map is quite helpful in showing the tribal territories in Montana 150 year ago. Utilize this colorful map to make students aware of the tribal territories of the past; these aid the student is realizing the ancestral lands of a particular tribe, including seasonal migrations, hunting and fishing territories, and lands shared with other tribes.
- Discovering Our Own Place: a MAP Saga For Montana.
 - a. Map Packets (about \$54.00 per packet). Available from the Regional Learning Project at the University of Montana. Each map packet has a series of historic maps, showing the featured tribe in place and time. Each packet's resources are described in the RESOURCES SECTION at the end of this 5th grade guide. Map packets available as of August, 2006 include:
 1. Hi-Line & Judith Basin/Gros Ventre Tribe
 2. Missouri and Yellowstone River Headwaters/Crow Tribe
 3. Rocky Mountain Front/Blackfoot Tribe
 4. West of the Divide/Salish, Pend d'Orielle & Kootenai Tribes.

These map packets contain maps approximately 9 X 12 in size; all of the maps show maps of the past—very helpful in aiding students. Teachers may wish to scan a particular map, upload it and use a projector with an entire class.

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Notebook Rubric Grade 6

INDICATORS OF QUALITY FOR SELF-ASSESSMENT OF MAP based on Montana Performance Indicators

	TITLE	LABELS	ACCURACY	NEATNESS
4 Advanced	This title clearly shows the map's purpose.	Everything is correctly labeled as noted for the map.	Map contains reservation names accurately labeled; other features are accurately labeled. The student has gone beyond the basic assignment.	The map is neat, easy to read, and shows student initiative beyond that expected at the proficient level.
3 Proficient	This title suggests the purpose of the map.	Almost all required labels are correct.	Map contains reservation names accurately labeled.	The map is generally neat and easy to read. The student has attempted a personal "proficient" based on his/her abilities and the challenge of the assignment.
2 Nearing Proficiency	This title does not reflect the purpose of the map.	Much of the map is incorrectly labeled. For example, the student has misidentified some reservations.	Minor errors are made, and these contribute to misunderstanding of the map content. When asked about the errors, the student may know what he/she should have produced to be accurate.	The map is not neat, and may not be easy to read. Erasures and strikeouts have been made that are noticeable. The child's performance does not reach his/her personal ideal of "proficient" as compared to other assignments.
1 Novice	The title is missing or incomplete.	Almost no work was attempted, or, labels are missing.	The map contains major errors—or, for example, no work was attempted.	The work is sloppy and not easy to read. Erasures, strikeouts, spacing errors may also be represented.