



Indian Education Division
Montana Office of Public Instruction

Social Studies Model Lesson Plan

Montana Tribal Governments

Topic 2 - Montana Tribal Governments

Stage 1 Desired Results

Established Goals:

Social Studies Standard 2, Benchmark 2 Understand the structure of Montana tribal governments.

Understand the Indian Reorganization Act (IRA) of 1934 that provided for tribal self-governance, land, resource conservation, development and other reforms.

Understandings:

- There are seven Indian Reservations in Montana: Crow Indian Reservation, Northern Cheyenne Indian Reservation, Fort Peck Indian Reservation, Fort Belknap Indian Reservation, Rocky Boy's Indian Reservation, Blackfeet Indian Reservation, and the Flathead Indian Reservation.
- There are 12 Indian tribes in Montana Crow, Northern Cheyenne, Dakota, Assiniboine, Gros Ventre, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle, Little Shell Chippewa.

Essential Questions:

- What elements do Montana tribal governments have in common?
- What are the basic elements of contemporary tribal governments near your school?
- How are tribal governments different from state and federal governments?
- How does sovereignty make Indians distinct from all other minorities in the U.S. and Canada?

Students will be able to...

- apply criteria to compare and contrast Montana tribal governments.
- apply criteria to compare and contrast Montana tribal government with Montana state government and the U. S. government (rights, responsibilities, limitations).
- demonstrate a working knowledge of the differences and similarities between tribal, state, and federal constitutions.

Students will know...

- the basic structures of tribal governments in Montana.
- the differences and similarities between tribal, state, and federal governments.
- the ways in which tribal governments impact them.

Stage 2 Assessment Evidence

Performance Tasks:

1. Student knows the criteria to compare and contrast tribal governments, and can apply the criteria to complete a chart of contrasts and comparisons.
2. Each student will demonstrate required knowledge about tribal governments through their research, presentation and discussion.

Stage 3 Learning Plan

Learning Activities:

Tribal Government Structure (handout adapted from *Close-up American Indian Citizenship in Balance Curriculum*)

Analyze a tribal constitution by answering the questions below. Write out your answers on a separate sheet of paper.

The Preamble

- ◇ A preamble reflects the hopes and aspirations of the group. Summarize the tribal preamble in two or three sentences.

Articles

- ◇ The framework and powers of tribal governments are outlined in several articles or sections. There are separate articles for each branch, or governing body. Articles spell out the structure of each branch and the qualifications, method of selection, length of term, and duties of officials in each branch.

The Executive Article

- ◇ How is the executive power structured?
- ◇ What are the qualifications for the office of the executive (i.e. the president or chairperson)?
- ◇ What is the method of selection?
- ◇ What is the length of the term of office?
- ◇ What are the duties of the official(s)?

The Legislative Article

- ◇ How is the legislative power structured?
- ◇ What are the qualifications for office in the legislature (i.e. the tribal council)?
- ◇ What is the method of selection?
- ◇ What is the length of the term of office? What are the duties of the officials?

The Judicial Article

- ◇ How is the judicial power structured?
- ◇ What are the qualifications for office in the judiciary (i.e. tribal judge)?
- ◇ What is the method of selection?
- ◇ What is the length of term in office? What are the duties of the official(s)?

Bill of Rights

- ◇ A bill of rights lists the fundamental rights and liberties of a citizen of the tribe. Is there a bill of rights in the tribal constitution you are researching? If so, list those rights afforded to the tribe as stated in the constitution.

High School: Montana Tribal Governments (continued)

Membership

- ◇ Tribes can determine the qualifications for membership in the tribe. Does the constitution include a section on the qualifications of a tribal member? If so, complete the following questions:
 - What are the qualifications for membership in the tribe?
 - Who can vote in tribal elections?

Additional Issues

- ◇ Many tribes address other issues in their constitution and bylaws, such as elections, education or economic development. Does the constitution you are researching have additional articles? Briefly summarize them.
- ◇ When was the constitution adopted?
- ◇ Do you think the tribal nation you are studying has an equal balance of powers? Why?

Materials Needed:

A History and Foundation of American Indian Policy

[j wr <ly y y Qr k0 v0 qx lr f hlkpf kcpGf IT guqwteguIJ kxqt { aHqwpf cvkqpCo kpf kcpGf 0 f h](#)

Names of Reservations, names of the 12 MT Indian tribes as identified in ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS: Essential Understanding # 1 (2005).

[j wr <ly y y Qr k0 v0 qx lr f hlkpf kcpGf It guqwteguIguugpvkcnwpf gtucpf kpi u0 f h](#)

Links to each tribal government and tribal constitution

Blackfeet Tribes www.blackfeetnation.com

[j wr <llpf kcpny 0 v0 qx lf ghw0 er z](#)

Chippewa Cree Tribes <http://www.chippewacree.org/>

[j wr <llpf kcpny 0 v0 qx lf ghw0 er z](#)

Confederated Salish & Kootenai Tribes <http://www.cskt.org>

[j wr <llpf kcpny 0 v0 qx lf ghw0 er z](#)

Crow Tribe [j wr <ly y y 0etqy /pup0 qx1](#)

[j wr <llpf kcpny 0 v0 qx lf ghw0 er z](#)

Fort Belknap Tribes – Assiniboine/Gros Ventre

www.ftbelknap.org

[j wr <llpf kcpny 0 v0 qx lf ghw0 er z](#)

Fort Peck Tribes <http://www.fortpecktribes.org>

[j wr <llpf kcpny 0 v0 qx lf ghw0 er z](#)

High School: Montana Tribal Governments (continued)

Little Shell Tribe

<http://www.littleshelltribe.us/>

j wr <llpf kprcy 0 vñ qx lf ghcwn0 er z

Northern Cheyenne Tribe <http://www.cheyennation.com/>

[j wr <llpf kprcy 0 vñ qx lf ghcwn0 er z](http://www.cheyennation.com/)

Teacher Notes:

This lesson will take approximately four class periods: two days for research, one day for writing, and one day for reporting out. Divide the class into 9 groups. Assign each group one of the 7 Montana tribal, State of Montana, and Federal constitutions. Refer to handout 4B from *Close Up* materials for guidance – Tribal Govt. Structure.