

Lesson Plans for Montana Tribal Government
MIEA's Tribal Government Curriculum Summit February 2006

Montana Indian Education Association's Montana Tribal Government Curriculum Summit



Tribal Government Lesson Plans for Montana's Schools

Created by Montana Social Studies Teachers, Montana Tribal Government
Leaders and Indian students from Montana's Public Schools

www.mtiea.org - for full report and resources

February 19-21, 2006

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Introduction

Montana Tribal Government Curriculum Summit

The Montana Indian Education Association created this collection of lessons about Montana's tribal nations for use in Montana's high schools to help with the implementation of Indian Education for All. This project was made possible through a grant to the Montana Indian Education Association from the First Nations Development Institute Native Youth and Culture Fund.

Montana constitutional language (Article X, 1, (2), guarantees that our state's educational institutions will respect the cultural integrity of Indians as well as include American Indian culture in their curriculum. As Montana takes steps to implement "Indian Education for All" a major challenge will be curriculum development and materials on American/Montana Indians.

Montana has seven (7) federally recognized Tribal Nations and another nation, the Little Shell Band of Indians who are working on federal recognition. It is important that our school curriculums reflect these eight nations as well as other American Indian people. All students need to learn and understand the basis for the legal government to government relationship that is advocated by tribes in their work with the Federal Government as well as the State Government.

These lessons are the product of a Summit held February 19-21, 2006, with representatives of five of Montana's tribal governments, high school teachers, and high school students. These lessons come from the heart of Montana. Each of these lessons was created through a team process with each member of the team being essential to the product.

We hope that these lessons provide good information and support for your classrooms and your students.

The full report and copies of resources used at the Summit will be available on MIEA's Website at www.mtiea.org

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**Lesson Plans for Montana Tribal Government
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**“Old School/New School”
Crow Nation's Constitution and Government System
Montana Indian Education for All**

Authors: Cedric Black Eagle, Crow Tribal Vice-Chairman, Nora Bird, Crow Tribal Education Director; Gretchen Brien, Lodge Grass High School Instructor; Cori Bulltail, Richard Takes Horse; Students

Content Area Social Studies

Grade Level 9-12th

Duration 2 to 3 50-minute periods

Overview

This lesson will give a basic understanding of the Crow Nation's constitution and governmental system. Students will study the old and new versions of the tribal constitutions and examine the similarities and differences between the two documents. Students will investigate and analyze the changes made to the constitution and how they affect tribal government today.

Goals

Montana Standard: Content Standard 2(benchmark 1, 4, 5a and 5b) Content Standard 6 (benchmark 4) and Essential understanding 7.

Materials/Resources

Copies of the 1948 version of the Crow Constitution and the 2001 version of the Crow Constitution and bylaws.

Documents can be found at: lbhc.cc.mt.us (click on library homepage)

Poster board, markers

Activities

Anticipatory Set – Students will be introduced to the topic by a short synopsis on the history of the Crow constitution. Teacher will explain that there are two versions of the constitution that have governed the Crow tribe since the establishment of self-government on the reservation.

- 1.) Teacher will read the two constitutions out loud to the students. Students will follow along with their own copies. Students will be given the opportunity to ask questions they may have about the documents during this time.
- 2.) Students will divide into two groups. Half of the students will examine the differences between the two documents. The other half will examine the similarities. The two groups will be asked to discuss what they think are positive and negative aspects of each version of the constitution.

Assessment

Each half of the class will create a chart/diagram of the findings and present their work to the other half. The chart/diagram must include the group's opinions about the positive and negative aspects of the governmental system.

Extensions

Students will attend a Crow Tribal Legislature session

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It's a Grand Old Flag
Crow Tribal Flag
Montana Indian Education for All

Authors: Cedric Black Eagle, Crow Tribal Vice-Chairman, Nora Bird, Crow Tribal Education Director; Gretchen Brien, Lodge Grass High School Instructor; Cori Bulltail, Richard Takes Horse; Students

Content Area Social Studies
Grade Level 9-12
Duration 3 50-minute periods

Overview

This lesson will give students an in-depth understanding of the Crow tribal flag. Students will investigate the historical, geographical, and cultural symbols represented on the flag. Students will understand the importance of these symbols to Crow tribal identity.

Goals

Montana Standard: Content Standard 2, 3 (benchmark 7) and Essential Understanding 2 and 3.

Materials

Use of computer lab

Map of United States, Montana and Crow Reservation

Migration Story - www.lbhc.cc.mt.us. (click on LBHC library homepage)

Crow Tribal Flag and its history - (www.lbhc.cc.mt.us) www.crownations.net.

Activities

- 1) Each student will be introduced to the topic by receiving their own copy of the Migration Story of the Crow people. The class will read the story together as a group. (www.lbhc.cc.mt.us)
- 2) The teacher will present students with the flag of the Crow Nation and discuss with them the different aspects of the flag.
- 3) Students will be broken up into four groups. Each group will be assigned to research one of the four elements of the Crow tribal flag. Students will use the internet www.lbhc.cc.mt.us, www.crownations.net to explore each of these areas.
 - a. Clan system & Chieftainship (culture)
 - b. Mountain ranges & Rivers (geography)
 - c. The Home and Sweat-lodge (philosophy/religion)
 - d. The Tobacco Seed and Crow Migration (history)

Assessment

Each of the four groups will be required to give a short power point presentation on the significance of their element on tribal history, philosophy, culture and geography.

Extensions: Students will design a modern day tribal flag, which should include aspects of today's tribal government and culture.

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**Blackfeet Tribal Constitution
Montana Indian Education for All**

Authors: Lorrie Tatsey, Browning High School Teacher; Angela Racine, Stephanie Show; Browning students

Content Area Social Studies/Government

Grade Level 10-12

Duration 60 – 120 minutes (depending on class size)

Overview

Students read and examine, as well as compare and contrast three different constitutions: Students will gain insight into the Blackfeet Constitution through investigating and researching all three Constitutions.

Goals

Montana Social Studies Standard 6, Benchmark 4

Materials

Copies of the U.S., MT, and Blackfeet Constitutions

The US Constitution – <http://www.law.cornell.edu/constitution/constitution.overview.html>,

The Montana State Constitution – www.montana.gov,

The Blackfeet Tribal Constitution – <http://thorpe.ou.edu/constitution/blackfeet/bfcontTOC.html>

Computer lab and/or library

OPI's Essential Understanding of Montana Indians

Poster board

Activities

Instructor will provide each student with copies of all three Constitutions. Before forming cooperative groups of four, the teacher will explain the task to the students. Students need to understand the vocabulary and legal terms that will be required to know pertaining to this lesson.

1. Students will be given 20 minutes to briefly read through the constitutions and identify vocabulary words that they are unfamiliar with. They will write these words down on a separate piece of paper.
2. After 20 minutes, the class will divide into groups of 4. The groups will choose one member to be a recorder. The recorder will combine the vocabulary lists of the four students and will use the dictionary to begin looking up the words.
3. All of the students, especially the other 3 students not recording, will discuss 4 differences and 4 similarities between the three constitutions. The group then prepares either a power point or poster presentation of their words and insights

Assessment

Students give 10-minute presentation of their work to the class for a grade. Their grades are based on completeness of work and quality of presentations.

Extensions

Students could attend a tribal council meeting to observe how meetings are conducted.

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**Learning and Understanding the Reservation Next Door
Fort Belknap Tribal Government Constitution
Montana Indian Education for All**

Authors: Julia Doney, Fort Belknap Tribal President; Holly Allen-King, Hays-Lodge Pole Teacher; Miranda Crasco, Dee Brockie; Hays-Lodge Pole Students

Content Area Tribal Government/Social Studies

Grade Level 10 - 12

Duration 50 minutes

Overview

This lesson will familiarize the students with the Fort Belknap Constitution.

Goals and Standards

Social Studies Content Standard 2, Benchmark 5b

Materials

Access these addresses for copies of the Ft. Belknap Constitution:

www.tribalresourcecenter.org/ccfolder/fort_belknap_const.htm

www.fortbelknapnations-nsn.gov

www.usgennet.org

Treasure Hunt Worksheet Attached

Procedure

Students will be provided with copies of the Ft. Belknap Constitution. They will use the constitution to fill out the information required in the Treasure Hunt Worksheet.

Assessment

The teacher may use the worksheet as a form of evaluation, or a quiz may be given over the constitution.

Extensions

Contact Fort Belknap Tribal Council 406-353-2205, or Hays-Lodge Pole Schools 406-673-3120, with regards to guest speakers and other information. Or visit the Ft. Belknap Tribal web site.

**Lesson Plans for Montana Tribal Government
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**Learning and Understanding the Reservation Next Door - Continued
Fort Belknap Tribal Government Constitution
Montana Indian Education for All**

Treasure Hunt Worksheet

Follow the Directions

1. Go to the website: www.tribalresourcecenter.org/ccfolder/fort_belknap_const.htm
 www.usgennet.org
 www.fortbelknapnations-nsn.gov

2. Define the following vocabulary:
 Jurisdiction –
 Sovereignty -
 Membership of Allottees-
 Manner of Review-

3. What are the objectives of Article I?

4. What are the requirements of membership of Allottees? What is Section III, Article III.?

5. What is the appointment of the Community Council? (Article IV, Section 2).

6. Explain in your own words the adoption process. (Article III,Section3)

7. How can you lose your membership? (Article III, Section 4)

8. When is the first election held? (Article IV, Section 4)

9. What powers does the Community Council have? (Article V)

10. Explain the set-up of tribal Elections (Article VII)

11. What are the three ways to be removed from office? (Article VIII)

12. Summarize Article IX Amendments.

13. Congratulations, you have completed the worksheet, and now you have a better understanding of the Fort Belknap Constitution.

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**Blackfeet Tribal Government and Self-Determination:
From the Iroquois to the Blackfeet
Montana Indian Education for All**

Authors: Gregory D. Collins, Heart Butte High School Teacher; Jake Arrowtop, Heart Butte High School Student

Content Area	Social Studies
Grade Level	9-12
Duration	5 50-minute periods

Overview

The Iroquois form of government played an important role in the development of the preliminary precepts of U.S. government and ultimately the Blackfeet Tribal government system today. The students will understand the relationships between the Iroquois Confederacy, the Albany Plan, the U.S. Constitution, and the Blackfeet Tribal Constitution. Students will study how the U.S. constitution “borrowed” primary precepts from the Iroquois Confederacy to design the Albany Plan of Union and the U.S. Constitution, and finally the Blackfeet Tribal Constitution.

Goals

Essential Understandings 4, Social Studies Content Standard 6, Benchmark 4.

Materials

Primary documents will include, but not limited to the following.

Vocabulary list to include terms from the documents listed below (e.g., concept of self-determination, sovereign rights, etc.)

- U.S Map of tribal lands before 1492 (Columbus) through 1934 (Indian Reorganization Act/Wheeler Howard Act)
- The Iroquois Confederacy
- Albany Plan of Union
- U.S. Constitution (various components)
- Blackfeet Tribal Constitution

Activities

Students will develop a historical overview from the above documents by comparing similar and dissimilar principles inherent in each document. The focus of learning should emphasize how all documents were based upon people's inherent natural rights for self-government and an individual people's right of *self-determination* and *sovereignty*.

Assessment

Students can develop a classroom tribal council based of the principles of these documents with primary focus on the Blackfeet Tribal Constitution. Written assessment can be attained by summarizing the important overlapping similar and dissimilar concepts. An essay on self-determination and tribal sovereignty will reveal what students have learned through the discussion from the Iroquois Confederacy through the Blackfeet Constitution.

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Blackfeet Tribal Government and Self-Determination, continued
From the Iroquois to the Blackfeet
Montana Indian Education for All

Extensions (Online Materials and Teaching Aids):

Iroquois Confederacy

http://en.wikipedia.org/wiki/Iroquois_Confederacy

Albany Plan of Union

http://en.wikipedia.org/wiki/Albany_Plan_of_Union

History of the U.S. Constitution

http://en.wikipedia.org/wiki/History_of_the_United_States_Constitution

Blackfeet Historical Information

<http://en.wikipedia.org/wiki/Blackfeet>

[Official Site of the Blackfoot Nation](#)

Blackfeet Indian Reservation

http://en.wikipedia.org/wiki/Blackfeet_Indian_Reservation

Blackfeet Literature and Stories

<http://www.indigenouspeople.net/blacfeet.htm>

Indian Reorganization Act 1934 (Wheeler-Howard Act)

www.infca.org/tribes/IRA.htm

http://en.wikipedia.org/wiki/Indian_Reorganization_Act

Indian Essential Understandings

[Essential Understandings about Montana Indians](#)

Montana Office of Public Instruction

www.opi.mt.gov

Tribal Lands of Montana

[Map of Tribal Lands in Montana](#)

National Indian Education Association

www.niea.org

National Indian Education Association (many useful links)

www.niea.org/history/links.php

American Indian Education Data Fact Sheet

[American Indian Education Data Fact Sheet](#)

Wikipedia Web Site (an encyclopedia of information)

http://en.wikipedia.org/wiki/Main_Page

Montana Tribes

www.montanatribes.org

**Lesson Plans for Montana Tribal Government
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**Little Shell Pre-History
Montana Indian Education for All**

Authors: Scott Hartman, Great Falls CMR Teacher; Morgan Oswood, CMR Student

Content Area: Social Studies

Grade Level 9 - 12

Duration 5 class periods

Overview

This lesson will explain a general overview of the migration of the Chippewa Indians. Students will be able to explain migration patterns of the Chippewa. Also, students will identify the two distinct cultures of the Woodland and Northern Plains Indians.

Goals

Montana Essential Understandings 3 & 4, Social Studies Standard 4, Benchmark 7

Materials

Materials can be acquired through the Montana OPI website. www.montana.gov/opi

Migration Map of Chippewa

The book The Metis Legacy, can be ordered from this website: <http://www.bedrockbooks.com/metisbook.htm>.

OPI Montana Indians publication, "A Brief History of the Little Shell Tribe" brochure

Access to computer lab

Activities or Procedures

Students will be given the OPI brochure, "A Brief History of the Little Shell Tribe," with a list of items to research. The students will divide into groups of four to research the Little Shell. Each group will be allowed to use the few books available, but they must share the books must be shared by all the groups. The students will work in their groups to create a power point presentation on the Little Shell Tribe.

Some information to be gathered could include:

- 1) Creation Stories
- 2) Migration Stories and Maps
- 3) Culture and Tradition (Include government models and compare and contrast Woodland culture to Northern Plains culture)
- 4) Treaties and Reservations
- 5) Turtle Mountain (Hunting areas)
- 6) Fur Trade and Metis
- 7) McCumber Agreement
- 8) Migration to MT (High-line, Central MT, and Front Range)
- 9) Shanty-Towns
- 10) Present Tribal Resurgence

Assessment:

- A. Students will have 2 days to research
- B. 2 days to build Power Point
- C. Students will make at least 10 slides – attempting to address the criteria a
- D. Students will have 1 day to present Power Point presentation

Extensions: Indian Resource Library at Longfellow Elementary, Great Falls, MT

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**Little Shell Tribal Government Structure
Montana Indian Education for All**

Authors: Scott Hartman, Great Falls CMR Teacher; Morgan Oswood, CMR Student

Grade Level 9 - 12

Duration 2 50-minute periods

Overview

This lesson will serve as a structural basis for the design of the Little Shell Tribal Government.

Goals

Essential Understanding #7, Montana Content Standard #2, & Benchmarks #5A and #5B

Materials or Resources Needed

Copy of Little Shell Constitution – can be accessed at <http://www.littleshelltribe.com/>.

Activities

Teacher will explain the basic structure of Little Shell Government. Each student will be provided with a copy of the Little Shell Constitution. The basic structure of the Little Shell includes:

1. Tribal Council (7 members, quarterly meetings, and elections)
2. Districts (representatives, boundaries, and duties)
3. Committees (appointments, topics, and duties)
4. Constitution
5. Enrollment/Membership (blood quantum, base roll, and process)

Assessment

Students divide into groups of four and use the Constitution to answer the following questions:

Tribal Leader:

1. State 2 duties of the chairman. (Presides over all meetings of the council, appoints all committees, calls meetings, and serves as a spokesman of the tribe)
2. When does a new chairman take over office? (The following January)

Constitution:

1. When was the current Little Shell Constitution adopted? (1981)
2. How many articles are there in the Little Shell Constitution? (7)
3. What month are elections held? (November)

Tribal Council:

1. How long are the two different terms of office? (2 and 4 years)
2. How are council members elected? (A statewide general election)
3. How many council members are there? (7)

Committees:

1. What committee includes buffalo hunting? (Culture committee)
2. Name at least two committees. (Housing, economic development, culture, elections, and federal recognition)
3. Who appoints the committees? (Tribal Chairman)

General Knowledge:

1. How many tribal members are there? (4,500)
2. What is the general location of Little Shell members? (North-central MT)
3. Where is the tribal capital? (Great Falls)

Extensions: Little Shell Tribal Office and Indian Resource Library at Longfellow Elementary, Great Falls, MT

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**The Diversity of Tribal Nations and Members
Montana's Tribal Reservations and 12 Tribes
Montana Indian Education for All**

Authors: Emory Champagne, Tutor, Havre High School; Kayla Doney, Morgan One Spot, Students

Content Area Social Studies

Grade Level 9 – 12

Duration 2 50-minute class periods

Overview

Students will become familiar with the names and locations of the seven reservations and 12 tribes in Montana.

Goals

Social Studies Content Standard 6, Benchmark 1

Materials

Photocopies of Montana map with the seven reservations highlighted

Access to computer lab and/or library

Montana [OPI Guide to Montana Indians](#)

www.montana.gov.opi

<http://www.mtwytlc.com> (Montana-Wyoming Tribal Leaders Council)

<http://www.kstrom.net/isk/maps/mt/montmap.html> (Bureau of Indian Affairs has maps available in PDF format)

Activities

1. Day 1 – Teacher introduces the topic of Montana Indian reservations to the class by distributing photocopies a Montana map with the seven reservations highlighted.
2. Day 1 – Class divides into seven groups, each group studies a different reservation
3. Day 2 – Each of the 7 student groups present their information to the class. Information to be presented:
 - a. Name of the tribes residing on reservations
 - b. Size of reservation in acreage
 - c. Geography of reservation, i.e. mountains, rivers, landmarks
 - d. Number of enrolled tribal members
 - e. Treaties signed with the U.S.
 - f. Original area where tribes came to Montana from

Assessment

Students will be graded on the completeness and quality of their presentations.

Extensions

Each individual student does a 3 –5 page report on modern issues facing a Montana reservation.

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**Whose Water is it?
Water Rights – Tribes, Government, Individuals
Montana Indian Education for All**

Authors: Nancy Larum, Teacher, Missoula Hellgate; Kaylabeth Charlo, Rocky Cole Momberg, Students, Missoula Hellgate

Content Area	Government
Grade Level	11 – 12
Duration	2-week unit (30 min each day)

Overview

This lesson will provide students with basic information regarding water rights as it relates to tribes, federal and state governments, local entities, and individual citizens.

Goals

Essential Understanding 7, Social Studies State Standard 1, Benchmarks 1,2 and 3 for grades 8 – 12

Materials

Cup of water (Day 1 Activity);
Guest Speakers from various sources as outlined in activities
Copy of Montana Water Compact (available at www.montana.gov.)
Fort Laramie Treaty <http://www.1851treaty.com/>
Hellgate Treaty; <http://www.cskt.org/documents/helgatetreaty.pdf>
Poster boards, markers, colored pencils, magazine pictures
The Rights of Indians and Tribes (book by Stephen L. Pevar) for teacher background information

Activities or Procedures

Day 1 – Have a cup of fresh water available for each student. Ask students for information to determine their knowledge of where water comes from; whose responsibility it is to keep clean; how important it is to students' lives; what would our lives be like with no water; who owns the water; who controls the water on reservations, etc.

Teacher provides each student with copies of the 1855 Hellgate Treaty and 1851 Fort Laramie Treaty to see if water/water rights or natural resources are included in the wording of the treaties.

Day 2 – Bring in an elder from a near-by tribe to talk about spirituality of water.

Day 3 – Bring in a Natural Resource Officer to talk about the economic uses of water.

Day 4 – Field Trip to a local site (e.g. Tongue River Reservoir on the Northern Cheyenne Reservation; Kerr Dam on the Flathead Reservation; Milltown Dam for Missoula area) to learn about the history of each area.

Day 5 – Bring in a farmer/rancher from the area to talk about irrigation and water rights as it relates to his business.

Day 6 – Bring in a Tribal Attorney to discuss water rights and issues the tribes are concerned with.

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**Whose Water is it, Continued...
Water Rights – Tribes, Government, Individuals**

Day 7 – Day of Darkness: Before students enter classroom, turn off the lights. Carry on the class as if the lights were on. Ask students to read newspaper articles dealing with water issues in the darkness. Give them a writing assignment (write a summary of the articles, for example). After about 30 minutes, ask students about the connection between water and electricity.

Days 8 & 9 – Work in groups of three to create a poster that presents a particular viewpoint (tribe, state, farmers/ranchers). Students must include 3 reasons for the viewpoint on their posters.

Day 10 – Students present posters for an assessment of their understanding of water rights. Have a tribal official present to give feedback on their presentations.

Assessment: Students poster presentation on day 10

Extensions:

Internet Sites: <http://mpas2.nris.state.mt.us/mapper/MapWindow.asp>; <http://dnrc.mt.gov/rwrcc/default.asp>

Attend a Water Rights Conference

Attend a county planning meeting

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**Constitution and By-laws of the Northern Cheyenne
Tongue River Reservation
Montana Indian Education for All**

Authors: Larry Medicine Bull, Lame Deer High School Instructor; Molly Spang, Lindsey Whitewolf, Lame Deer High School Students

Content Area Tribal Government/U.S. Government

Grade Level 12

Duration 2 50-minute class periods

Overview

Students will learn about the history of the Cheyenne people; immigration from Oklahoma; how the current tribal government system works; and become familiar with the Northern Cheyenne Constitution.

Goals: Essential Understanding 1; Montana Social Studies Standard 2; Benchmarks 4, 5a and 5b

Materials

Copy of Constitution and Bylaws of the Northern Cheyenne Tribe

Montana Indians booklet (available from OPI to be used for background information on history)

Activities/Procedures:

Teacher will distribute to each student:

- Photocopies of maps of the historical homeland and modern Northern Cheyenne reservation.
- Photocopies from the OPI Montana Indians booklet about the Northern Cheyenne history
- Copies of the passage from this website:
http://college.hmco.com/history/readerscomp/naind/html/na_006700_cheyennenort.htm.
- Copies of the Constitution and By-laws of the Northern Cheyenne Nation

The class will read the Cheyenne history together out-loud with students taking turns reading each paragraph. After this, the students in the class will divide into groups of 4 to study the Constitution. Each group will create a list of the 10 most important and/or interesting facts about constitution. * **Invite a member of the Cheyenne Tribal Council to speak to the class about the Constitution.**

Assessment

Each group will make a presentation of their "Top 10" lists to the class. Students will be graded on completeness of their list, and the quality of their presentation.

Extensions

Students will attend a council meeting; outline the procedures used (i.e. Robert's Rules of order) and the structure/organization of the meeting to demonstrate an understanding of the operation of the tribal government.

* Contact info for Northern Cheyenne elder: nctcouncilsec@mail.ncheyenne.net; Dr. Alonzo Spang, President Emeritus & Instructor of Native American Studies at Chief Dull Knife College, Lame Deer, MT.

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**Understanding Indian Lands: The Elouise Cobell Case
Montana Indian Education for All**

Authors: Gregory D. Collins, Social Studies Teacher, Heart Butte High School; Jake Arrowtop, Student, Heart Butte High School

Content Area Social Studies

Grade Level 9-12

Duration One to Two Weeks

Overview:

The students will understand the current state of affairs of Indian lands throughout the U.S. by studying the Elouise Cobell class action lawsuit filed on behalf of Native Americans against the U.S. government. The process of discovery and understanding reservation land issues will follow historical treaties and acts entered into by Native Americans and the U.S. government. The act and treaties can include the following: Lame Bull's Treaty, Treaty of Laramie, Indian Reorganization Act (Wheeler-Howard Act), and Dawes Act. Reviewing these acts and treaties will guide the students understanding and impact of the Cobell case.

Goals: Essential Understandings 4, 5; Social Studies Content Standard 4, Benchmark 7

Materials

Vocabulary List (e.g., Indian allotments, Indian trust lands, class action law suit, Individual Indian Money [IIM], treaties, acts, etc.).

A Map of American Indian Lands (Thunderbird Enterprises)

Map of Indian held lands vs. non-Indian held lands within reservations.

Copies of the Lame Bull's Act, Treaty of Laramie, Indian Reorganization Act (Wheeler-Howard Act), Dawes Act.

Copies of synopsis of the Elouise Cobell Law Suit

Activities : Using the primary documents cited above read, review, and discuss in groups the implications of these documents on the current state affairs of Indian lands held in by the U.S. government in trust.

Students will actively locate sample the Indian reservations throughout the U.S. by comparing and contrasting Indian vs. non-Indian land holdings before and after the various treaties and acts were endorsed through the review of each treaty and act before the advent of the Europeans in the U.S. and the Cobell case.

Students will be able to summarize the sequence of events that led to the Cobell case (and the disappearance of Individual Indian Money (IIM) accounts).

Assessment: Students debate (topics at discretion of the teacher) the various pros and cons on the merits of the Cobell class action lawsuit. The basis of assessment can be in the form of active participation of class members and the underlying knowledge gained from the various treaties, acts, and the law suit itself. Peer evaluation forms can be created in advance to assess each student's contributions to the debate.

Extensions (Online Materials and Teaching Aids):

Blackfeet Historical Information

<http://en.wikipedia.org/wiki/Blackfeet>

[Official Site of the Blackfoot Nation](http://www.blackfeetnation.com/)

Blackfeet Indian Reservation

http://en.wikipedia.org/wiki/Blackfeet_Indian_Reservation

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Understanding Indian Lands: The Elouise Cobell Case, continued

Blackfeet Literature and Stories

<http://www.indigenouspeople.net/blackfeet.htm>

Dawes Act 1887

www.wsu.edu:8080/~dee/NATION/DAWESACT.HTM

Treaty of Fort Laramie 1851

www.canku-luta.org/PineRidge/laramie_treaty.html

http://en.wikipedia.org/wiki/Treaty_of_Fort_Laramie_%281851%29

Indian Reorganization Act 1934 (Wheeler-Howard Act)

www.infca.org/tribes/IRA.htm

http://en.wikipedia.org/wiki/Indian_Reorganization_Act

Lame Bull's (Blackfeet) Treaty 1885

www.montanatribes.org/firsttreaties/lamebull.htm

Elouise Cobell Interview

Students may be interested in contacting Elouise Cobell for an interview.

Indian Essential Understandings

[Essential Understandings about Montana Indians](#)

Montana Office of Public Instruction

www.opi.mt.gov

Indian Land Tenure Foundation

www.indianlandtenure.org

Cobell v. Norton

www.Indiantrust.com

Mother Jones Web Site. Includes various articles on the Cobell Case. In the “Search” dialogue box, enter “Cobell”.

www.motherjones.com

Tribal Lands of Montana

[Map of Tribal Lands in Montana](#)

National Indian Education Association

www.niea.org

National Indian Education Association (many useful links)

www.niea.org/history/links.php

American Indian Education Data Fact Sheet

[American Indian Education Data Fact Sheet](#)

Wikipedia Web Site (an encyclopedia of information)

http://en.wikipedia.org/wiki/Main_Page

Montana Tribes

www.montanatribes.org

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**Battle Where the Girl Saved her Brother
Northern Cheyenne Perspective of the Rosebud Battle
Montana Indian Education for All**

Authors: Larry Medicine Bull, Lame Deer High School Instructor; Molly Spang, Lindsey Whitewolf, Lame Deer High School Students

Content Area History
Grade 10 – 12
Duration 50-minute class periods

Overview
Students will learn about the Cheyenne perspective

Goals
Montana Standards 4, Bench Marks 1,2,3,6 & 7
Essential Understanding 3

Materials
Map of the Northern Cheyenne reservation available through Chief Dull Knife College library - www.cdkc.com
Photocopies of: pp.337-38, The Fighting Cheyenne, George Bird Grinnel

- Activities**
1. Students are provided with maps of the Cheyenne reservation and a copy of the story of the Rosebud Battle.
 2. The class reads the story of the Battle of the Rosebud together.
 3. The teacher explains how the Battle of the Rosebud and the Battle of the Little Big Horn were closely related in time and space.

Assessment
Students are given a quiz over the Rosebud Battle.

Extensions
Bring in a guest speaker from the Northern Cheyenne reservation to talk about this historical event.

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**Looking at the Constitution from a Different Perspective
“How the Iroquois Confederacy Influenced the Original Framers of the US
Constitution”**

Montana Indian Education For All

Authors: Julia Doney, Fort Belknap Tribal President; Holly Allen-King, Hays-Lodge Pole Teacher; Miranda Crasco, Dee Brockie; Hays-Lodge Pole Students

Content Area Tribal/U.S. Government

Grade Level 12

Duration 2 class periods

Overview

The students will form an understanding of how the Iroquois Confederacy influenced the Original Framers of the U.S. Constitution.

Goals

Social Studies Content Standard 2, Benchmark 5

Materials Needed

1. Complete a search on Google or another Internet search engine of, “The Iroquois Contribution To The U.S. Constitution”
2. Visit the Montana OPI website and search for “The Iroquois Contribution to the U.S. Constitution”
www.opi.mt.gov.
2. National Museum of the American Indian, Fall 2004, pg. 77- 80, “**The Great Law**”

Procedure

This lesson plan can be introduced in the 1st or 2nd Chapters of the U.S. Government Class.

Assessment

The students will use the information given to compare and contrast the Iroquois Constitution and the younger U.S. Constitution. Write a two page persuasive paper, with a title page and a reference page.

Extensions

Students do more research into the topic through the library.

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Enrollment Criteria for Specific Tribes In Montana
Montana Indian Education for All

Authors: Deborah Lamere, Teacher, Rocky Boy High School; Jorden Coffee, Frances Eagleman, Students, Rocky Boy High School

Content Area Social Studies

Grade Level 9 – 12

Duration 50 minutes

Overview

Students will gain an understanding of how a person becomes an enrolled member of a tribe.

Goals

Social Studies Content Standard 4, Benchmark 7

Materials

Student copies of article, “A History of Tribal Enrollment” <http://www.airpi.org/pubs/enroll.html>

Student copies of enrollment criteria from each Montana Indian reservation

OPI [Montana Indians Guide](http://www.montana.gov/opi), order at www.montana.gov/opi

Activities

1. Students will be provided with a copy of the article written by Nora Livesay.
2. The teacher will facilitate and assist the class in reading the article together.
3. After the reading article, the teacher will ask the students to find and identify the enrollment criteria for the reservations.
4. The teacher will then use the chalkboard to make a “pros and cons” list of Indian blood quantum enrollment.
 - a. The article may be searched for pros and cons of blood quantum.

Assessment

Students will take a quiz on the enrollment processes of the Montana reservations.

Extensions

Students will make their own family tree.

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**Do Native Americans Pay Taxes?
Montana Indian Education for All**

Authors: Nancy Larum, Teacher, Missoula Hellgate; Kaylabeth Charlo, Rocky Cole Momberg, Students, Missoula Hellgate

Content Area	Government
Grade Level	11 – 12
Duration	Two class periods (50 minutes each)

Overview

Students will learn about whether Native Americans pay local, state and federal taxes and the special tax rules relating to land. They will become familiar with reservation laws regarding tribal taxes.

Goals

Essential Understanding # 7, Social Studies Content Standard 2, Benchmarks 4 and 5b (grade 12)

Materials

* Guest speaker – Tribal attorney from nearby reservation

Copies of *Squire v. Capoeman* and *Indian Tribal Government Tax Status Act* available at

<http://www.firstgov.gov/Government/Tribal.shtml>

Graphic organizer for notes on federal/state/tribal rules comparing Native Americans to non-Native Americans with regards to taxation

The Rights of Indians and Tribes by Stephen Pevar (a reference book with an excellent section on taxation).

Activities

1. Assess student knowledge of taxation laws for Native Americans by creating a K-W-L chart (what I know, what I want to know, and what I learned which will be completed after lesson as an assessment).
2. Introduce students to the following vocabulary words which are important to understanding taxation issues for Native Americans: “trust land”, “fee land”, “allotted and unallotted land”, “competent and incompetent Indian” (not related to mental competency).
3. Examine the case of *Squire v. Capoeman* (1956) in which the Supreme Court ruled that Native Americans must pay federal income taxes unless treaty or law exempts them. This case also lists the two exemptions: 1) they do not have to pay federal taxes on money received as compensation for taking of property which will be used for government purposes (e.g. use of Indian treaty land for government use); and 2) They do not have to pay federal taxes on income earned directly from an Indian’s trust allotment (e.g. timber sales).
4. Examine *Indian Tribal Government Tax Status Act* that describes Native American tribes as being exempt from having to pay certain federal taxes. Students will listen to a tribal attorney discuss state tax regulations comparing Native Americans on reservations/off reservations with non-Native Americans.

Assessment

Students will write a brief reflection paper on “What I learned” from this lesson.

Extensions

Students do an inquiry into the local tribal government to see how that government taxes enrolled tribal members.

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**“Shrinking Land”
How and Why Various Lands Allotted to Native Americans Shrunk from the
Original Land Base to Current Land Base.
Montana Indian Education For All**

Authors: Lorrie Tatsey, Browning High School Teacher; Angela Racine, Stephanie Show; Browning students

Content Area Social Studies

Grade Level 10

Duration 50 minutes

Overview

This lesson will allow students to examine and consider how and why various lands allotted to Native Americans were shrunk from original land base to current land base. Students will read copies of the 1851 Fort Laramie treaty, and Lane Bull's treaty in 1855 (Fort Benton Treaty) that have established the Blackfeet Indian Reservation.

Goals

Montana Social Studies Standard 12, Benchmark 1

Materials

Montana, and Blackfeet Indian Reservation maps

Black and white dittos of the State of Montana and/or the United States

Copies of 1855 and 1851 Treaties

Access Blackfeet cultural materials through the Blackfeet Heritage Program on the web at

<http://www.bps.k12.mt.us/administration/publications.htm#5%20viewpoints>.

Activities

1. Teacher gives 10-minute historical overview of how treaties established the sovereignty of the Blackfeet Nation.
 - a. Teacher defines sovereignty to the class. Although Indian nations are not completely sovereign, they do have the power to self-govern, and engage in nation-to-nation relationships with the State of Montana and the U.S. Government.
2. Teacher and students read treaties together and discuss the importance of the treaties for the Blackfeet Nation and the United States Government.
3. Teacher allows for questions, comments, and discussion.
4. Students will form work with a partner to create two maps; one map of Indian Country in Montana in 1860, and one map of Indian Country in 2006.

Assessment

Students will be assessed on the maps they create based on the treaties provided.

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Document: Blackfoot Treaty of Fort Benton, 1855:

Articles of agreement and convention made and concluded at the council-ground on the Upper Missouri, near the mouth of the Judith River, in the Territory of Nebraska, this seventeenth day of October, in the year one thousand eight hundred and fifty-five, by and between A. Cumming and Isaac I. Stevens, commissioners duly appointed and authorized, on the part of the United States, and the undersigned chiefs, headmen, and delegates of the following nations and tribes of Indians, who occupy, for the purposes of hunting, the territory on the Upper Missouri and Yellowstone Rivers, and who have permanent homes as follows: East of the Rocky Mountains, the Blackfoot Nation, consisting of the Piegan, Blood, Blackfoot, and Gros Ventres tribes of Indians. West of the Rocky Mountains, the Flathead Nation, consisting of the Flathead, Upper Pend d'Oreille, and Kootenay tribes of Indians, and the Nez Perce tribe of Indians, the said chiefs, headmen and delegates, in behalf of and acting for said nations and tribes, and being duly authorized thereto by them.

ARTICLE 1. Peace, friendship and amity shall hereafter exist between the United States and the aforesaid nations and tribes of Indians, parties to this treaty, and the same shall be perpetual.

ARTICLE 2. The aforesaid nations and tribes of Indians, parties to this treaty, do hereby jointly and severally covenant that peaceful relations shall likewise be maintained among themselves in future; and that they will abstain from all hostilities whatsoever against each other, and cultivate mutual good-will and friendship. And the nations and tribes aforesaid do furthermore jointly and severally covenant, that peaceful relations shall be maintained with and that they will abstain from all hostilities whatsoever, excepting in self-defense, against the following-named nations and tribes of Indians, to wit: the Crows, Assineboins, Crees, Snakes, Blackfeet, Sans Arcs, and Auncepa-pas bands of Sioux, and all other neighboring nations and tribes of Indians.

ARTICLE 3. The Blackfoot Nation consent and agree that all that portion of the country recognized and defined by the treaty of Laramie as Blackfoot territory, lying within lines drawn from the Hell Gate or Medicine Rock Passes in the main range of the Rocky Mountains, in an easterly direction to the nearest source of the Muscle Shell River, thence to the mouth of Twenty-five Yard Creek, thence up the Yellowstone River to its northern source, and thence along the main range of the Rocky Mountains, in a northerly direction, to the point of beginning, shall be a common hunting-ground for ninety-nine years, where all the nations, tribes and bands of Indians, parties to this treaty, may enjoy equal and uninterrupted privileges of hunting, fishing and gathering fruit, grazing animals, curing meat and dressing robes. They further agree that they will not establish villages, or in any other way exercise exclusive rights within ten miles of the northern line of the common hunting-ground, and that the parties to this treaty may hunt on said northern boundary line and within ten miles thereof.

Provided, That the western Indians, parties to this treaty, may hunt on the trail leading down the Muscle Shell to the Yellowstone; the Muscle Shell River being the boundary separating the Blackfoot from the Crow territory.

And provided, That no nation, band, or tribe of Indians, parties to this treaty, nor any other Indians, shall be permitted to establish permanent settlements, or in any other way exercise, during the period above mentioned, exclusive rights or privileges within the limits of the above-described hunting-ground.

And provided further, That the rights of the western Indians to a whole or a part of the common hunting-ground, derived from occupancy and possession, shall not be affected by this article, except so far as said rights may be determined by the treaty of Laramie.

ARTICLE 4. The parties to this treaty agree and consent, that the tract of country lying within lines drawn from the Hell Gate or Medicine Rock Passes, in an easterly direction, to the nearest source of the Muscle Shell River, thence down said river to its mouth, thence down the channel of the Missouri River to the mouth of Milk River, thence due north to the forty-ninth parallel, thence due west on said parallel to the main range of the Rocky Mountains, and thence southerly along said range to the place of beginning, shall be the territory of the Blackfoot Nation, over which said nation shall exercise exclusive control, excepting as may be otherwise provided in this treaty. Subject, however, to the provisions of the third article of this treaty, giving the right to hunt, and prohibiting the establishment of permanent villages and the exercise of any exclusive rights within ten miles of the northern line of the common hunting-ground, drawn from the nearest source of the Muscle Shell River to the Medicine Rock Passes, for the period of ninety-nine years.

Provided also, That the Assiniboins shall have the right of hunting, in common with the Blackfeet, in the country lying between the aforesaid eastern boundary line, running from the mouth of Milk River to the forty-ninth parallel, and a line drawn from the left bank of the Missouri River, opposite the Round Butte north, to the forty-ninth parallel.

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ARTICLE 5. The parties to this treaty, residing west of the main range of the Rocky Mountains, agree and consent that they will not enter the common hunting ground, nor any part of the Blackfoot territory, or return home, by any pass in the main range of the Rocky Mountains to the north of the Hell Gate or Medicine Rock Passes. And they further agree that they will not hunt or otherwise disturb the game, when visiting the Blackfoot territory for trade or social intercourse.

ARTICLE 6. The aforesaid nations and tribes of Indians, parties to this treaty, agree and consent to remain within their own respective countries, except when going to or from, or whilst hunting upon, the "common hunting ground," or when visiting each other for the purpose of trade or social intercourse.

ARTICLE 7. The aforesaid nations and tribes of Indians agree that citizens of the United States may live in and pass unmolested through the countries respectively occupied and claimed by them. And the United States is hereby bound to protect said Indians against depredations and other unlawful acts which white men residing in or passing through their country may commit.

ARTICLE 8. For the purpose of establishing travelling thoroughfares through their country, and the better to enable the President to execute the provisions of this treaty, the aforesaid nations and tribes do hereby consent and agree, that the United States may, within the countries respectively occupied and claimed by them, construct roads of every description; establish lines of telegraph and military posts; use materials of every description found in the Indian country; build houses for agencies, missions, schools, farms, shops, mills, stations, and for any other purpose for which they may be required, and permanently occupy as much land as may be necessary for the various purposes above enumerated, including the use of wood for fuel and land for grazing, and that the navigation of all lakes and streams shall be forever free to citizens of the United States.

ARTICLE 9. In consideration of the foregoing agreements, stipulations, and cessions, and on condition of their faithful observance, the United States agree to expend, annually, for the Piegan, Blood, Blackfoot, and Gros Ventres tribes of Indians, constituting the Blackfoot Nation, in addition to the goods and provisions distributed at the time of signing the treaty, twenty thousand dollars, annually, for ten years, to be expended in such useful goods and provisions, and other articles, as the President, at his discretion, may from time to time determine; and the superintendent, or other proper officer, shall each year inform the President of the wishes of the Indians in relation thereto: Provided, however, That if, in the judgment of the President and Senate, this amount be deemed insufficient, it may be increased not to exceed the sum of thirty-five thousand dollars per year.

ARTICLE 10. The United States further agree to expend annually, for the benefit of the aforesaid tribes of the Blackfoot Nation, a sum not exceeding fifteen thousand dollars annually, for ten years, in establishing and instructing them in agricultural and mechanical pursuits, and in educating their children, and in any other respect promoting their civilization and Christianization: Provided, however, That to accomplish the objects of this article, the President may, at his discretion, apply any or all the annuities provided for in this treaty: And provided, also, That the President may, at his discretion, determine in what proportions the said annuities shall be divided among the several tribes.

ARTICLE 11. The aforesaid tribes acknowledge their dependence on the Government of the United States, and promise to be friendly with all citizens thereof, and to commit no depredations or other violence upon such citizens. And should any one or more violate this pledge, and the fact be proved to the satisfaction of the President, the property taken shall be returned, or, in default thereof, or if injured or destroyed, compensation may be made by the Government out of the annuities. The aforesaid tribes are hereby bound to deliver such offenders to the proper authorities for trial and punishment, and are held responsible, in their tribal capacity, to make reparation for depredations so committed.

Nor will they make war upon any other tribes, except in self-defense, but will submit all matter of difference, between themselves and other Indians, to the Government of the United States, through its agents, for adjustment, and will abide thereby. And if any of the said Indians, parties to this treaty, commit depredations on any other Indians within the jurisdiction of the United States, the same rule shall prevail as that prescribed in this article in case of depredations against citizens. And the said tribes agree not to shelter or conceal offenders against the laws of the United States, but to deliver them up to the authorities for trial.

ARTICLE 12. It is agreed and understood, by and between the parties to this treaty, that if any nation or tribe of Indians aforesaid, shall violate any of the agreements, obligations, or stipulations, herein contained, the United States may withhold, for such length of time as the President and Congress may determine, any portion or all of the annuities agreed to be paid to said nation or tribe under the ninth and tenth articles of this treaty.

ARTICLE 13. The nations and tribes of Indians, parties to this treaty, desire to exclude from their country the use of ardent spirits or other intoxicating liquor, and to prevent their people from drinking the same. Therefore it is provided, that any Indian belonging to said

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tribes who is guilty of bringing such liquor into the Indian country, or who drinks liquor, may have his or her proportion of the annuities withheld from him or her, for such time as the President may determine.

ARTICLE 14. The aforesaid nations and tribes of Indians, west of the Rocky Mountains, parties to this treaty, do agree, in consideration of the provisions already made for them in existing treaties, to accept the guarantees of the peaceful occupation of their hunting-grounds, east of the Rocky Mountains, and of remuneration for depredations made by the other tribes, pledged to be secured to them in this treaty out of the annuities of said tribes, in full compensation for the concessions which they, in common with the said tribes, have made in this treaty.

The Indians east of the mountains, parties to this treaty, likewise recognize and accept the guarantees of this treaty, in full compensation for the injuries or depredations which have been, or may be committed by the aforesaid tribes, west of the Rocky Mountains.

ARTICLE 15. The annuities of the aforesaid tribes shall not be taken to pay the debts of individuals.

ARTICLE 16. This treaty shall be obligatory upon the aforesaid nations and tribes of Indians, parties hereto, from the date hereof, and upon the United States as soon as the same shall be ratified by the President and Senate.

In testimony whereof the said A. Cumming and Isaac I. Stevens, commissioners on the part of the United States, and the undersigned chiefs, headmen, and delegates of the aforesaid nations and tribes of Indians, parties to this treaty, have hereunto set their hands and seals at the place and on the day and year hereinbefore written.

A. Cumming. (L.S.)

Isaac I. Stevens. (L.S.)

Piegans:

Nee-ti-nee, or "the only chief," now called the Lame Bull, his x mark. (L.S.)

Mountain Chief, his x mark. (L.S.)
Low Horn, his x mark. (L.S.)
Little Gray Head, his x mark. (L.S.)
Little Dog, his x mark. (L.S.)
Big Snake, his x mark. (L.S.)
The Skunk, his x mark. (L.S.)
The Bad Head, his x mark. (L.S.)
Kitch-ee-pone-istah, his x mark. (L.S.)
Middle Sitter, his x mark. (L.S.)

Bloods:

Onis-tay-say-nah-que-im, his x mark. (L.S.)
The Father of All Children, his x mark. (L.S.)
The Bull's Back Fat, his x mark. (L.S.)
Heavy Shield, his x mark. (L.S.)
Nah-tose-onistah, his x mark. (L.S.)
The Calf Shirt, his x mark. (L.S.)

Gros Ventres:

Bear's Shirt, his x mark. (L.S.)
Little Soldier, his x mark. (L.S.)
Star Robe, his x mark. (L.S.)
Sitting Squaw, his x mark. (L.S.)
Weasel Horse, his x mark. (L.S.)

The Rider, his x mark. (L.S.)
Eagle Chief, his x mark. (L.S.)
Heap of Bears, his x mark. (L.S.)

Blackfeet:

The Three Bulls, his x mark. (L.S.)
The Old Kootomais, his x mark. (L.S.)

Pow-ah-que, his x mark. (L.S.) Chief
Rabbit Runner, his x mark. (L.S.)

Nez Perces:

Spotted Eagle, his x mark. (L.S.)
Looking Glass, his x mark. (L.S.)
The Three Feathers, his x mark. (L.S.)
Eagle from the Light, his x mark. (L.S.)
The Lone Bird, his x mark. (L.S.)
Ip-shun-nee-wus, his x mark. (L.S.)
Jason, his x mark. (L.S.)
Wat-ti-wat-ti-we-hinck, his x mark. (L.S.)
White Bird, his x mark. (L.S.)
Stabbing Man, his x mark. (L.S.)
Jesse, his x mark. (L.S.)
Plenty Bears, his x mark. (L.S.)

Flathead Nation:

Victor, his x mark. (L.S.)
Alexander, his x mark. (L.S.)
Moses, his x mark. (L.S.)
Big Canoe, his x mark. (L.S.)
Ambrose, his x mark. (L.S.)
Kootle-cha, his x mark. (L.S.)
Michelle, his x mark. (L.S.)
Francis, his x mark. (L.S.)
Vincent, his x mark. (L.S.)
Andrew, his x mark. (L.S.)
Adolphe, his x mark. (L.S.)
Thunder, his x mark. (L.S.)

Piegans:

Running Rabbit, his x mark. (L.S.)
Chief Bear, his x mark. (L.S.)
The Little White Buffalo, his x mark. (L.S.)
The Big Straw, his x mark. (L.S.)

Flathead:

Bear Track, his x mark. (L.S.)
Little Michelle, his x mark. (L.S.)
Palchinah, his x mark. (L.S.)

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**The History of Tribal Government Limitations on Reservations
Imposed by the Federal Government
Montana Indian Education for All**

Authors: Emory Champagne, Tutor, Havre High School; Kayla Doney, Morgan One Spot, Students, Havre High School

Content Area Government/Social Studies

Grade Level 11 – 12

Duration 3 50-minute class periods

Overview

Students will be introduced to 10 important laws concerning American Indian tribes.

Goals

Social Studies Content Standard 4, Benchmark 7

Materials

Computer lab and/or library access

Overhead projector for power point presentation and/or poster board and markers

Activities or Procedures

1. The teacher will introduce the laws that the class will be studying by showing them on an overhead or writing them on the board.
2. The class will divide into 5 separate groups. Each group will use either the library or the Internet to research two of the laws.
3. Student groups will create power point or poster board presentation.
4. Groups will give presentations of their research to the rest of the class.

Indian Trade and Intercourse Act (1790)

Indian Removal Act of 1830,

General Allotment Act (1888),

Indian Reorganization Act (1934),

Public Law 280 (Termination),

Indian Civil Rights Act of 1968,

Indian Self-Determination and Education Assistance Act (1975),

Indian Child Welfare Act of 1978,

Indian Gaming Regulatory Act of 1988

Native American Grave Protection and Repatriation Act (1990)

Assessment

Students will be graded on the quality and completeness of their presentations.

Extensions

Students research a law that was not included in this group of ten.

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**Reservation Lands – “Trust Land”
Montana Indian Education for All**

Authors: Deborah Lamere, Teacher, Rocky Boy High School; Jorden Coffee, Frances Eagleman, Students, Rocky Boy High School

<i>Content Area</i>	<i>Government/Social Studies</i>
Grade Level	11 – 12
Duration:	50-minutes
Overview:	Students will learn what “trust land” is and how it relates to Montana Indian Reservations.
Goals	Social Studies Content Standard 3, Benchmark 7

Materials

Computer lab and/or Library

Indian Law Dictionary

If students do not have access to computer lab, supply the class with copies from laws and websites:

Copies of 1888 Allotment Act

Copies of 1831 “Cherokee v. Georgia” Supreme Court decision

http://en.wikipedia.org/wiki/Cherokee_Nation_v._Georgia

<http://www.indianlandtenure.org/ILTFallotment/FAQs/faqsI.htm#whatisanallotment>

Activities

Students will divide into groups of 4 to research what “trust land” is. The groups may use computers and other resources to complete their research. After 25 minutes to research the term, groups will return to class to give an informal presentation about what they learned.

Assessment

Students will be graded on their presentations. Students must demonstrate an understanding of the history of “trust land.”

Extensions

Students do research on what “fee patent” and “fee simple” land is, and how they relate to reservation lands.

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**From General Council to the Tribal Executive Board
Fort Peck Assiniboine & Sioux Tribes Constitution
Montana Indian Education for All**

Authors: Spike Bighorn and Mandy Smoker Broaddus

Content Area: Government

Grade Level: 9-12

Duration: 2-3 50 minute class periods

Overview: This lesson will provide students with an understanding of the complexities of the Fort Peck Assiniboine and Sioux form of tribal government and the constitution. Students should read and discuss the included overview by former Tribal Chairman, Spike Big Horn.

Goals: Essential Understanding 7 and Montana Content Standard 2, 4 & 6

Materials/Resources: Fort Peck Assiniboine & Sioux Constitution, a brief tribal history and other information on current Tribal Executive Board members available at: <http://www.fortpecktribes.org/>

"A Brief Overview of the History and Make-Up of the Fort Peck Tribal Government," by Spike Bighorn – Former Fort Peck Tribal Chairman (1997 – 99)

For a brief timeline of important events on the Fort Peck reservation, see:
<http://www.montana.edu/wwwfpcc/tribes/Timeline.html>

Activities:

Introduction - Students will initially be introduced to highlights of the Fort Peck constitution, including important dates, makeup of the governing body, governmental powers and the general council. Students should read constitution, as well as Spike Bighorn narrative.

Terms to Know – petition, general council, chairperson, tribal executive board, sergeant at arms and secret ballot

Assessment:

Questions to consider – 1) Before 1956, how did the Sioux and Assiniboine tribes conduct their government? 2) What occurred in 1956 to motivate tribal officials to adopt a new constitution? 3) What positions comprise the Fort Peck tribal executive board? 4) What is the difference between a secret ballot election and a general council election?

Students should write a brief reflection paper outlining which form of government they would prefer if given the option – a General Council or a Tribal Executive Board – and why.

Extensions:

Students who prefer one form of government to the other can then share opinions and ideas with their classmates who share their preference. After main points have been identified, students can then debate the issue as a class.

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**What Makes a Good Leader?
Fort Peck Assiniboine & Sioux Tribal Government
Montana Indian Education for All**

Authors: Spike Bighorn and Mandy Smoker Broaddus

Content Area: Government or History

Grade Level: 9-12

Duration: 1 50 minute class period

Overview: American Indian leadership has, both historically and in modern times, been crucial to the maintenance of tribal and cultural life, including sovereignty.

Goals: Essential Understanding 6 & 7 and Montana Content Standard 2, 4 & 6

Materials/Resources: For more information visit:

<http://www.missoulian.com/specials/100montanans/list/049.html>

Montana's Indians: Yesterday and Today (National Geographic series)

Activities:

Introduction – students will first brainstorm and discuss their ideas of good leadership. What qualities does a great leader possess? Have the qualities of a strong leader changed throughout the course of history?

Students should review information from the *Missoulian* (see link above) on the 100 Most Influential Montanan's of the Century, specifically Norman Hollow, former Fort Peck Tribal Chairman. Also, read excerpt from National Geographic series, Montana's Indians: Yesterday and Today for more information on Chairman Hollow.

Assessment: Students should write a brief narrative depicting one individual whom they admire or respect for their leadership abilities. Then compare and contrast the information on the leadership of Norman Hollow to their chosen individual.

Extensions: Students can research one other tribal leader, historic or modern. Student can explore the differences and similarities in strong leadership qualities pre and post European contact. Explore changes in governance and government that have had an impact on American Indian leaders over time.

**Lesson Plans for Montana Tribal Government
MIEA's Tribal Government Curriculum Summit February 2006**

**A Brief Overview of the History and Make-Up of the Fort Peck Tribal
Government**

By Spike Bighorn – Former Fort Peck Tribal Chairman (1997 - 99)

Prior to 1956, General Council meetings of the Assiniboine and Sioux Tribes of the Fort Peck Reservation were conducted in an atmosphere in which tribal members were able to come together to make policy decisions and elect tribal leaders with a sense of their community's best interest in mind. General Council meetings were conducted in a central and easily accessible location so that as many tribal members who wanted to attend could be accommodated easily. Tribal members were notified of the General Council through various public outlets and often individuals and families would arrive at the specified location from all corners of the reservation so that their voice could be heard in governmental decisions. The members could sit side by side, pledge their support for opposing candidates, cast votes on opposite sides of an issue, but always shake hands after the meeting and leave the same way they had arrived – as friends with respect for each other and appreciative of having a voice in tribal government. The Tribes, and its members, took pride in the fact that serious debate could occur in such a collegial manner. Once a vote was taken, and a decision made, the membership could leave the meeting and return to their normal lives with little or no feeling of rancor.

The removal of the Tribal Chairperson Dolly Akers in 1956 forever changed the atmosphere of the General Council form of government on the Fort Peck Reservation. Chairperson Akers was removed from office by the General Council, but not after a contentious battle that divided families and broke up long lasting friendships. Subsequent to the meeting in which Akers was removed, General Councils were marked by verbal altercations between members and a lack of respect for others expressing an opposing opinion and vote. Physical confrontations after adjournment were not unheard of.

Because of the deterioration of the General Council form of government, in 1960 the elected officials decided to reorganize and develop a constitution that would allow the Tribal Executive Board to conduct business on behalf of the Tribes, and also require future tribal elections to be conducted by secret ballot. These two actions would eliminate the ability of tribal members to set policy and elect their leaders in an open, General Council setting.

Currently, the membership of the Tribes elect representatives (1 Chairman, 1 Vic-Chairman, 1 Sergeant-At-Arms and 12 Executive Board Members) in a General Election, held on the last Saturday of October in odd-numbered years. This election is conducted through secret ballot votes and the elected officials serve two year terms.

There is however, still a provision in the 1960 Tribal Constitution which allows for a General Council to be held. A petition requesting a General Council, signed by at least 10% of the eligible voters and specifically listing agenda items, must be presented to the Tribal Chairman for his consideration. Once the signatures are verified, the Chairman will schedule the date, time and place of the General Council and advertise this information locally. The Tribal Chairman will preside over the General Council meeting. With few exceptions since the adoption of a new constitution in 1960, the tribal members have opted to follow the newer model and allow their elected officials on the Tribal Executive Board to govern.

In the event a General Council is called for, the actions taken there by the tribal members serve only as recommendations to the Tribal Executive Board. These actions do not become binding upon the Tribal Government unless the Tribal Executive Board adopts the General Council's recommendations during a Tribal Executive Board meeting. The Tribal Executive Board can choose to accept, reject or take no action on the recommendations of the General Council.