



Museum of the Rockies Teacher Resources

ENDURING PEOPLES EXHIBIT: History through Stories Kindergarten – 1st Grade

Exhibit Overview:

The *Enduring Peoples* exhibit shows that, despite hundreds of years of persecution, Indian cultures are still in existence, not as they were 100 years ago, but still enduring. The languages still are spoken, religious practices occur, and traditional notions of family are being lived. To underline that point, each panel has a final line with the heading of TODAY which explains how certain traditional ideas are still active today.

The *Enduring Peoples* exhibit does not focus on any single tribal group in this region. Instead, the exhibit deals with the similarities among the various tribes of the Northern Plains and Rockies. This neglects the many unique elements of each culture. Please make sure to address this issue with your class before you visit the Museum.

Lesson Description:

Explore the permanent exhibition of Montana's Plains Indian cultures with age-appropriate lessons specifically tailored for the Enduring Peoples Exhibit. Students grades kindergarten through first will discover Native American history through storytelling. Pre-lessons and extensions are provided to maximize each school's visit to the Museum and student learning.

Goals:

Students will be given the opportunity to:

1. Listen to creation stories from multiple Native American tribes of Montana.
2. Explore the Enduring Peoples Exhibit with chaperone supervision.

Objectives:

Students will be able to:

1. Demonstrate listening skills.
2. Recognize differences in creation stories of Montana tribes.
3. Interpret three items on the "Enduring Peoples Picture Hunt" Worksheet.

Essential Understandings Addressed:

EU 1 – 3, 6

Montana Social Studies Standards/Benchmarks Addressed:

Standard 2, Benchmark 4.6

Standard 4, Benchmark 4.6, 4.7

Standard 6, Benchmark 4.2

Vocabulary:

Native American

Winter Count

Pictograph

Story

Tatanka

PRE-LESSON DETAILS:

Materials:

Regional Native American Story

Drawing paper

Crayons

Introduction to Native Americans:

Tell the class that soon they will be going to the Museum of the Rockies to visit an exhibit on Native Americans. Initiate a class discussion on Native Americans. Ask the students: Who are Native Americans? Are all Native Americans the same? Where do Native Americans live? (Use *Montana Indians: Their History and Location* produced by the Montana Office of Public Instruction: Indian Education for All as a reference for information on Native Americans.)

Why tell stories?:

Ask the students how Native Americans passed down their tribe's history. Explain that Native American cultures passed down their history from generation to generation through stories. Their complex stories were committed to memory and shared in ceremonies and rituals. Stories encompassed the culture's beliefs and morals. Have the students recall a time when their grandparents or parents shared a family story.

Listen to a Regional Native American Story:

After discussing the significance of storytelling in Native American culture, read a Native American creation story to the class. (*The Blackfeet Creation story can be found in the publication "Montana Indians: Their History and Location" produced by the Montana Office of Public Instruction: Indian Education for All.* Many storybooks are also available.)

Help the class find the meaning of the story and outline significant events by asking leading questions such as:

What was the story about?

Why would a story like this be told? To whom?

What is this story trying to teach?

Why might this story be important to a member of a Native American tribe today?

Create a Drawing

Explain that some tribes created drawings to remind them of their stories. Sometimes one small picture could represent an entire year like in the Lakota tribe's Winter Counts. Show the class examples of Winter Counts, emphasizing the use of simple lines and drawings called pictographs. (*Background information and examples of Winter Counts are available on the Smithsonian Online Exhibit: Lakota Winter Counts < <http://wintercounts.si.edu/index.html>>.*)

Have the students create a pictograph to represent the story they just heard.

Wrap-up

Explain to the class that when they visit the Museum of the Rockies, they will hear another Native American creation story and see more examples of pictographs.

LESSON DETAILS:

Materials:

“Enduring Peoples Picture Hunt” worksheet (1 per student)
Storybook: *Tatanka and the Lakota People* by Donald F. Montileaux
Pencils (no pens allowed in exhibit space)

Welcome:

Welcome the students to the Museum and cover behavior expectations if not already addressed. Guide the students to the Enduring Peoples exhibit.

Picture Hunt:

Gather the class at the beginning of the exhibit and explain the Picture Hunt. Provide an “Enduring Peoples Picture Hunt” worksheet for each student. With help from chaperones, have the students work in small groups to find the items on the worksheet and explore the Enduring Peoples Exhibit. When the students find the object in the exhibit that matches their picture, have each chaperone explain the item using the provided information on the display. Students can then make a big “X” through the picture.

Story: *Tatanka and the Lakota People*:

Gather students around the bison in the Enduring Peoples exhibit. Have the students sit on the floor, keeping a pathway clear for other visitors.

Ask students to think back to the creation story they heard earlier in class. Remind the group of the tribe whose story they heard and ask the students questions about the story to refresh their memory. Explain that all tribes have a different story for how the world was created just like there are many ideas today.

Tell the students that they are about to hear the story for the Lakota, or Sioux People. The title of the story is called *Tatanka and the Lakota People*. Tatanka is a Lakota word. Ask the students if they can guess what it means. Hold up the book to give students a clue. When students guess bison or buffalo, tell them to listen closely to the story for the word “tatanka.”

Read the story *Tatanka and the Lakota People* by Donald F. Montileaux. (A copy of this story is available at the Museum. Please inquire about borrowing the story before arriving at the Museum.)

Wrap-up:

Ask the students to recall why the buffalo was so important to the Lakota People. What did they use the buffalo for? (Food, shelter, and clothing). Have the students look at their Picture Hunt Worksheet again. Ask the students find one picture representing food, one representing shelter, and one representing clothing. As the students identify each item, have them recall where the object was in the exhibit and summarize what they learned about it.

EXTENSIONS:

Storyteller Classroom Visit:

Invite a Native American storyteller to your school or classroom.

Buffalo Hide Craft:

Students can expand upon their drawings from the pre-lesson by creating their own Winter Count. Have each student crumple his/her own paper grocery bag multiple times to make it look like a buffalo hide. Students can then create a series of drawings on the bag. This could be done to show their own life story, represent other concepts learned in class, or record multiple stories read as a class. Use crayons or paint to enhance the images.

RESOURCES:

Circle of Stories. Public Broadcasting Service (PBS). 11 Aug 2008
<<http://www.pbs.org/circleofstories/>>.

Lakota Winter Count: An Online Exhibit. Smithsonian Institution. 12 Aug 2008
<<http://wintercounts.si.edu/index.html>>.

“Montana Indians: Their History and Location.” Montana Office of Public Instruction, Division of Indian Education. January 2007.

Montileaux, Donald F. Tatanka and the Lakota People. Pierre: South Dakota State Historical Society Press: 2006.

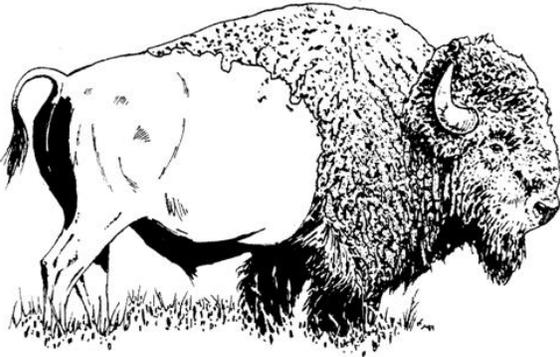
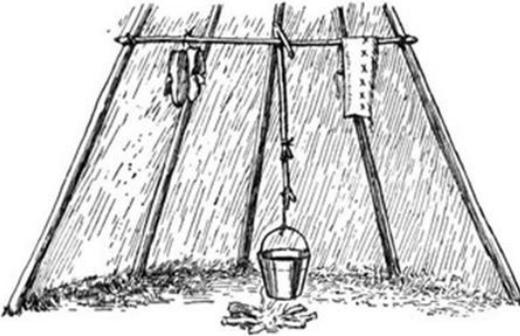


touch history

Name: _____

Enduring Peoples Picture Hunt

Find the items in the exhibit that match the pictures below. After reading the item's description to the students, have them mark an "X" in the object's box.

 <p>ROCK CAIRN MARKER</p>	 <p>MOCCASIN</p>
 <p>BISON</p>	 <p>BACKREST</p>
 <p>HORN SPOON</p>	 <p>TIPI (POLES)</p>

