

Hollowbreast LP - Grade 3-4 (3-Day Unit)

Overview

This 3-day unit for Grades 3-4 on the Northern Cheyenne vs. Hollowbreast Supreme Court ruling (1976 Montana case affirming tribal jurisdiction over reservation allotments) is designed for Montana teachers. The lessons meet Montana IEFA Essential Understandings (EU1: Homelands, EU3: Governments, EU5: Contemporary Issues) and OPI standards. No prior knowledge is needed; each day builds logically for Northern Cheyenne homelands or statewide classrooms.

Day 3: What Tribal Power Means Today (40 min)

Objectives:

Discuss who should control tribal lands and create future vision posters.

Standards:

CCSS W.3.1 / W.4.1; OPI IEFA EU5; MT SS 4.5.

Differentiation:

Assign group roles (drawer, writer, speaker).

Materials:

Thumbs up/down hand signal, poster kits (paper, markers, Cheyenne symbols), stickies for voting.

Introduction (8 min):

- Conduct a class vote/debate:

“Should tribes or the state control reservation lands? Why?”

- Use Hollowbreast families’ story as evidence to support opinions.

Main Activity (22 min):

- Pairs brainstorm: “What if the tribe lost the case or land rights?”

- Groups create “Cheyenne Power Today” posters illustrating their ideas, slogans, and one future goal.

- Play Cheyenne music or other Native music to inspire culturally respectful creativity.

Closure (10 min):

- Each group shares their poster in a 30-second presentation.

- Class votes on the most compelling idea.

Metacognitive reflection questions:

“Shift and Share”

Step 1 – Quick Write (3 minutes)

Prompt: “How did your thinking about who should control tribal lands change during this lesson?”

Provide sentence starters to support all writers:

- “At first, I thought...”
- “Now I think...”
- “One reason my thinking changed is because...”

Step 2 – Partner Share (2 minutes)

Have students turn to a partner and share one idea from their writing.

Prompt them to listen for something similar or different between their reflections, then raise one shared insight with the class.

Example teacher prompt: “What’s one way your thinking shifted that you heard from your partner?”

- Exit Sticky Note: “One new idea I have about sovereignty today is...”

Essential Understandings

EU5 (Contemporary Issues) → “Why does sovereignty matter today?”

Assessment:

- Checklist: Does the poster include case facts? Does the group communicate a strong idea? Was group work respectful and collaborative?
- Success criterion: 100% of posters show understanding of tribal sovereignty and future aspirations.

Additional Notes:

- Throughout, ensure language is respectful and accurate when referencing Native cultures and governance.
- Consider providing more explicit reflection opportunities after each lesson to deepen student understanding.