

**GRADES 9, 10, 11, AND 12**  
**MONTANA HISTORY: PEOPLES AND ISSUES**

**Units of Credit:**

One Semester (Elective)

**Prerequisites:**

None

**Course Overview:**

Montana History is a survey of state history with special emphasis on both Montana American Indian cultures and current issues. The content of this course is arranged around six of the National Council for the Social Studies themes. These standards include the democratic ideals that shape us, the responsible citizenship that sustains us, and the cultural diversity that enriches us (with special emphasis on the rich heritage of American Indian culture), the global perspective that affects our changing world, and the economic and environmental connections that impact our lives. Students develop and use a variety of skills to include accessing, organizing, analyzing, applying, presenting (oral and written), and reporting information in the context of course content. Current events and issues and their connection to various aspects of Montana history will also constitute part of the course. Students engage in a variety of learning experiences including such activities as lecture and note taking, research, oral histories, individual and group projects, guest speakers, presentations (including multimedia), simulation exercises, debates, and performance tasks.

<b>GRADE LEVEL: 9-12 Grade</b>	
<p><b>Montana History: People and Issues:</b>  <b>Topics by Quarter:</b></p> <p><b><u>Quarter 1:</u></b>            Physical and Prehistoric Montana            The Explorations            Transportation            The Gold Rush            Territorial Government and Constitutional History            Railroads Impact</p> <p><b><u>Quarter 2:</u></b>            American Indian and Their Cultures            The Reservation System            The Livestock Boom            The Copper Industry            The Homestead Era            Depression            Logging and Transpiration            Mid-20<sup>th</sup> Century Montana: War and Peace            The Clash of Closing the 20<sup>th</sup> Century            Montana Geography</p>	<p><b>OPI MONTANA STANDARDS</b>  <b>THE SOCIAL STUDIES CONTENT</b>  <b>STANDARDS FOR NINTH THROUGH</b>  <b>TWELFTH GRADE</b></p> <ol style="list-style-type: none"> <li>1. The civics and government content standards for ninth through twelfth grade are that each student will:               <ol style="list-style-type: none"> <li>a. analyze and evaluate the ideas and principles contained in the foundational documents of the United States, and explain how they establish a system of government that has powers, responsibilities, and limits</li> <li>b. analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of international relationships.</li> <li>c. evaluate the impact of international agreements on contemporary world issues</li> </ol> </li> </ol>

Montana History up to 1960's

- d. apply civic virtues and democratic principles when working with others.
  - e. explain how citizens and institutions address social and political problems at the local, state, tribal, national and/or international level
  - f. evaluate the American governmental system compared to international governmental systems
  - g. explain the foundations and complexity of sovereignty for federally recognized 16 tribes in Montana
  - h. evaluate appropriate deliberative processes in multiple settings.
  - i. evaluate government procedures for making civic decisions at the local, state, national, tribal, and international levels
  - j. analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights
  - k. analyze the impact and roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights
  - l. evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international level
2. The economics content standards for ninth through twelfth grade are that each student will:
- a. analyze how incentives impact economic choices and their costs and benefits for different

	<p>groups, including American Indians</p> <ul style="list-style-type: none"><li>b. explain how economic cycles affect personal financial decisions</li><li>c. analyze the ways in which incentives influence what is produced and distributed in a market system</li><li>d. evaluate the extent to which competition among sellers and among buyers exists in specific markets</li><li>e. describe the consequences of competition in specific markets.</li><li>f. evaluate benefits, costs, and possible outcomes of government policies to improve market outcomes</li><li>g. use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</li><li>h. use economic indicators to analyze the current and future state of the economy</li><li>i. evaluate the selection of monetary and fiscal policies in a variety of economic conditions</li></ul> <p>3. The geography content standards for ninth through twelfth grade are that each student will:</p> <ul style="list-style-type: none"><li>a. use geospatial reasoning to create maps to display and explain the spatial patterns of cultural and environmental characteristics</li><li>b. use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales</li></ul>
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- c. use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics
  - d. analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
  - e. evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions
  - f. analyze the role of geography on interactions and conflicts between various cultures in Montana, the U.S. and the world
  - g. evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.
  - h. evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
4. The history content standards for ninth through twelfth grade are that each student will:
- a. analyze how unique circumstances of time, place, and historical contexts shape individuals' lives.
  - b. analyze change and continuity in historical eras in US and world history.
  - c. identify ways in which people exercise agency in difficult

	<p>historical, contemporary, and tribal contexts</p> <ul style="list-style-type: none"><li>d. analyze multiple, and complex causal factors that have shaped major events in US and world history, including American Indian history</li><li>e. explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians</li><li>f. distinguish between long-term causes and triggering events in developing a historical argument</li><li>g. analyze how historical, social, political, ideological, and economic contexts shape people's perspectives</li><li>h. analyze the ways in which the perspectives of those writing history shaped the history they produced</li><li>i. evaluate how historiography is influenced by perspective and available historical sources</li><li>j. analyze unique perspectives of American Indians in US History.</li><li>k. evaluate the limitations, biases, and credibility of various sources, especially regarding misinformation, myths, and stereotypes regarding American Indians</li><li>l. analyze multiple historical sources to pursue further inquiry and investigate additional sources</li><li>m. integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about</li></ul>
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	<p>past and present people, events, and ideas</p> <p>n. construct arguments which reflect understanding and analysis of multiple historical</p>
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**COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES**

<p><b><u>READING</u></b> (Informational)</p> <p>RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p> <p>RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p>RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	<p><b><u>WRITING</u></b></p> <p>WHST.9-10.1 Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics</p>
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<p>RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments, and knowledge derived from American Indian cultures), noting when the findings support or contradict previous explanations or accounts.</p> <p>RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts political and legal relationships).</p> <p>RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p>(e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and</p>
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<p>RH.11-12.6 Evaluate authors', incorporating American Indian authors, differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Include texts by and about Tribal Nations.</p> <p>RH.11-12.9 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
<p><b>IEFA: ESSENTIAL UNDERSTANDINGS</b></p>	<p><b>GRADES 9-12: FOCUS AREAS (MONTANA)</b></p>
<p><b>MONTANA CODE ANNOTATED 20-1-501 Indian Education for All</b> Recognition of American Indian cultural heritage—legislative intent. (1) It is the constitutionality declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.  (2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:  (a) Every Montana, whether Indian or non-Indian, be encouraged to learn about the distinct</p>	<p><b>Montana: Peoples and Issues: Learner Competencies</b> <b>M1. Power, Authority, and Governance: Students will understand the historical development and contemporary impact of the principles of democracy.</b></p> <ol style="list-style-type: none"> <li>1. Explain and compare American Indian and European democratic ideas and processes.</li> <li>2. Describe the growth of democratic institutions with each wave of settlement.</li> <li>3. Explain the political and economic impact of both Montana constitutions.</li> <li>4. Give specific examples of how the "democratic ideal" helped shape periods of Montana history.</li> </ol>

and unique heritage of American Indians in a culturally-responsive manner; and

(b) Every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.

1. Lesson Plans for incorporating IEFA can be found at numerous locations, including [www.opi.mt.gov](http://www.opi.mt.gov)

5. Demonstrate the impact of past and present United States government policies toward American Indian people on sovereignty/treaty issues.

6. Explore tribal governance.

**M2. Civic Ideals and Practices: Students will understand and practice citizenship rights and responsibilities across various communities.**

1. Explain what "citizenship" meant to both majority and minority groups throughout the State's development.

2. Identify the development and expansion of civil rights through various political and cultural movements.

3. Demonstrate an understanding of the responsibilities and rights of citizens.

**M3. Culture, Identity, and Groups: Students will understand how culture influences and diversity contributes to human development, identity, and behavior.**

1. Differentiate the contributions of American Indian people and other cultures to Montana life.

2. Explain the impact of the United States expansion on American Indian people.

3. Describe how the United States government ignored cultural diversity when establishing the seven reservations.

4. Describe conflicting cultural perspectives and goals of various groups and individuals within Montana.

**M4. Global Connections: Students will gain an historical and contemporary perspective of world interconnectedness.**

1. Provide examples of "global connection" in various periods of Montana history.

2. Demonstrate the associations among Montana state, national, and global regions.

**M5. Production, Distribution, and Consumption: Students will investigate basic economic principles and the role economics plays in history and society.**

1. Explain how boom and bust economies have affected the state.
2. Describe the development of Montana's economy and its relationship to national and global economies.
3. Demonstrate the interrelationship of maintaining a good environment and providing for economic opportunity.
4. Analyze the relationships between past and present economic and political events.
5. Identify and analyze the economic relationships between the seven reservations and the State of Montana.

**M6. People, Places, and Environment: Students will understand how people and places are tied to their environment.**

1. Identify and differentiate the major geographic features of Montana.
2. Show how those geographic features impacted Montana's social, economic, and political life.
3. Explore how human decisions and actions affected the land and its resources and how those decisions continue to impact modern-day