

Unit 1: Lesson Plans

Time: 10.5-15.5 hours

Teaching Notes: If you teach fourth grade and need to save time, consider skipping Mapping Montana, A-Z (Part 3 of this unit).

If you teach sixth grade or advanced readers, the readings included with this unit may be too basic for your students. If so, you may want to substitute the following sections of *Montana: Stories of the Land* for the readings included with this lesson:

- Chapter 1, pp. 11-17 (“The Three Ecological Regions of Montana” through the end of the chapter)
- Chapter 22, pp. 440-42 (“Who We Are” and “Our Population Is Aging”), pp. 443-44 (“The Challenges We Face” and “In Butte: A 90-year Boom Ends”), pp. 448-52 (“Rebuilding Montana’s Economy” and “Conflict and Compromise over the Land”), and pp. 454-55 (“Modern Montana in Indian Country”).

You can find [PDFs of the chapters at our website](#).

If you do have students read from *Montana: Stories of the Land*, have them make their own note-taking worksheet by using the subheads of each section they read. You can also download the Take Away bookmarks we created for the textbook from the chapters’ For Educators: Resources pages.

You may wish to supplement this unit with a hands-on history footlocker. Contemporary American Indians in Montana and the Montana Place Names Mini Footlocker are available to Montana educators for two-week periods. No rental fee is charged for the use of footlockers. However, schools are responsible for the cost of shipping the footlocker to the next venue via United Parcel Service (UPS) or the United States Postal Service (USPS). Footlockers can be [ordered from the Montana Historical Society](#).

ENDURING UNDERSTANDINGS

Geography shapes our lives. Montana Indians are important to our state. Montana is a resource-rich state with a diverse economy.

PRE-UNIT PREPARATION

- Preview the unit.
- Order Montana State Highway maps if your students will be doing Part 3.
- Decide if you want to order either the Montana Place Names Mini Footlocker or the Contemporary American Indians in Montana footlocker from the Montana Historical Society and complete your order.

Part 1: Montana’s Three Regions

OBJECTIVES

Students will be able to:

- Create, analyze, and interpret maps of Montana to gather information.
- Use inquiry to understand more about the state.
- Discuss how environmental and cultural characteristics influence population distribution.
- Use maps and other sources to explain relationships between the locations of places and regions and their environmental characteristics.
- Explain differences among Montana’s three regions.
- Summarize information.
- Read to answer questions.

Lesson 1: Exploring Montana Today through Population Data

Time: 2 hours

MATERIALS

- An outline map showing Montana counties, one map per student or outline maps of counties by region (below, pp. 16-19)
- Map of Montana Reservations (below, p. 15)
- Analyzing the Map Worksheet (below, p. 20)
- County population data: [Download](#) information from the Montana Census and Economic Information Center (CEIC). (If link is broken, search “Montana population by county” or the CEIC website.)
- Computer and projector
- Colored pencils
- Pens, pencils, paper
- Timer

ASSESSMENT: Completed Maps and Worksheet

PRE-LESSON PREPARATION

- Review the lesson plan and gather the materials listed above.
- Decide if each student will create his or her own map, if you will have two students working on one map, or if you will have students working in groups of three.
- Print out and make copies of the outline map of Montana counties. If students will be working in pairs, enlarge the map by 120 percent and print it on legal size paper. If students are working in groups of three, print and make copies of the counties by region maps. Precut the maps so the counties will join together while leaving any margin that doesn't abut another county.
- Download and prepare to project county population data.

Teaching Note: This lesson asks students to color Montana counties based on their population (50,000-plus blue, between 10,000-49,999 green, between 5,000 and 9,999 light brown, etc.) The goal is to see if students can identify any patterns.

For advanced students, it might be interesting to see if different patterns become evident if they use different ranges for the population data (for example, coloring all counties with population between 1 and 9,999 yellow, 10,000-24,999 light brown, and 25,000-49,999 green.)

Procedure

Step 1: Write Your Way In (5 Minutes)

1. Ask students to take out a pencil and their writing journals, or a sheet of paper, and date it. Let them know that they will be thinking hard and writing for five minutes nonstop, as soon as you say, “Go!” You will be using a timer and they must keep on going, not lifting their pencils until the five minutes are up. If they are stuck for what to write next, encourage them to write, “I am thinking!” until they think of more to say. Remind them they can use their imaginations! Create a sense of urgency! For this exercise, they should not be concerned with their spelling, etc. They should just think and pour out their thoughts on paper.
2. Provide students with the following prompt: “What do you know about Montana?”
3. When the timer goes off at the end of five minutes, tell students to draw a line where they stopped. (Collect and save these. Students will need them at the conclusion of the unit.)

Step 2: Create Maps

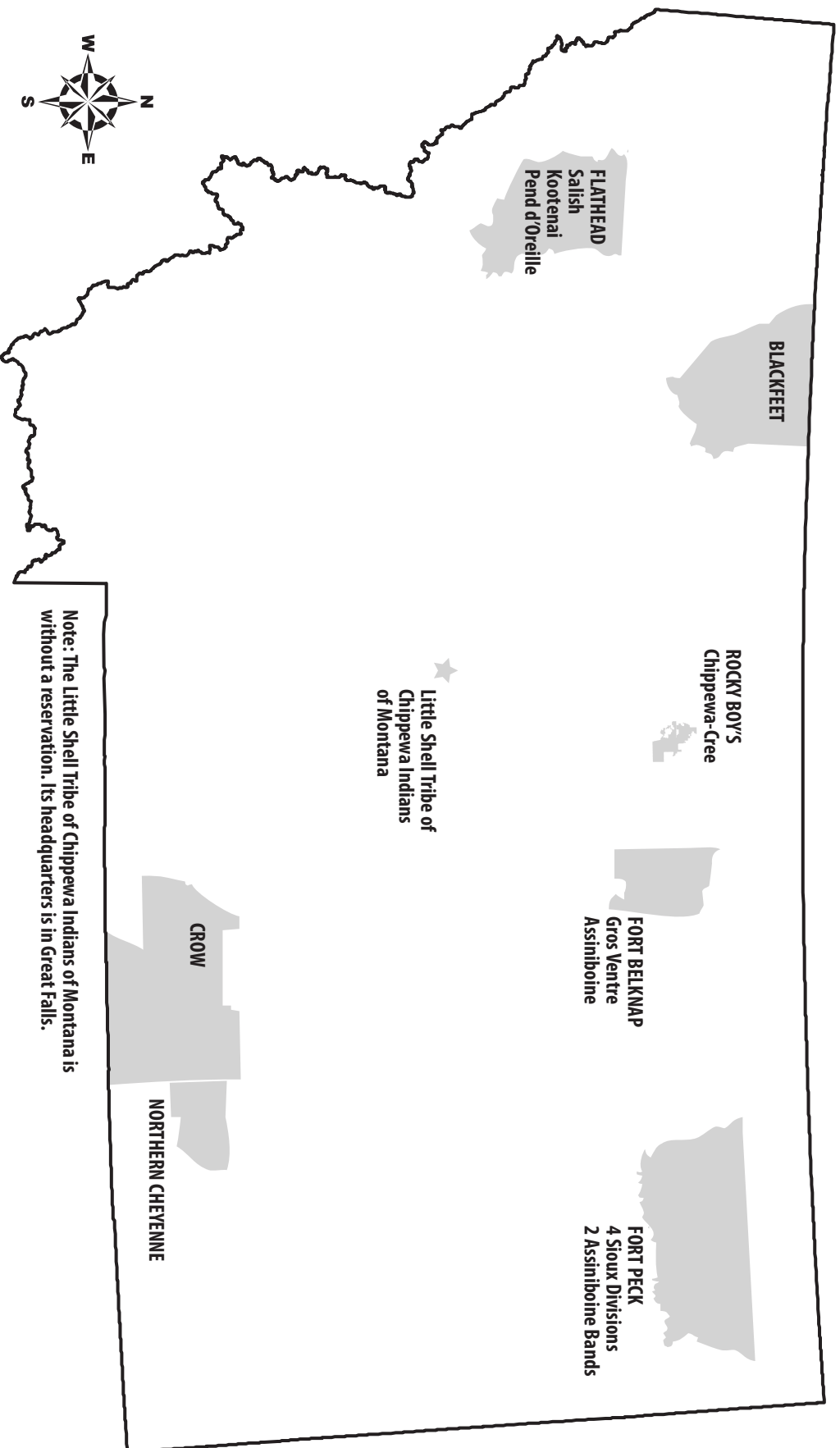
1. Provide each student (or pair of students) an outline map of Montana counties and project a chart showing population. (If students are working in groups, assign groups of three and give each member of the group a different region map.)
2. Review the instructions:
 - a. Color all the counties with 50,000 or more people blue.
 - b. Color all the counties with between 10,000 and 49,999 people green.

- c. Color all the counties with between 5,000 and 9,999 people light brown or tan.
 - d. Color all the counties with between 1,500 and 4,999 people yellow.
 - e. Leave all the counties with less than 1,500 people white.
3. If students worked with the Counties by Region maps, have them join their maps together after they finish coloring. (Have students put scrap paper behind their maps before taping the front of the map. Then tape the scrap paper to the back of the map to reinforce the join.)

Step 3: Analyze Maps

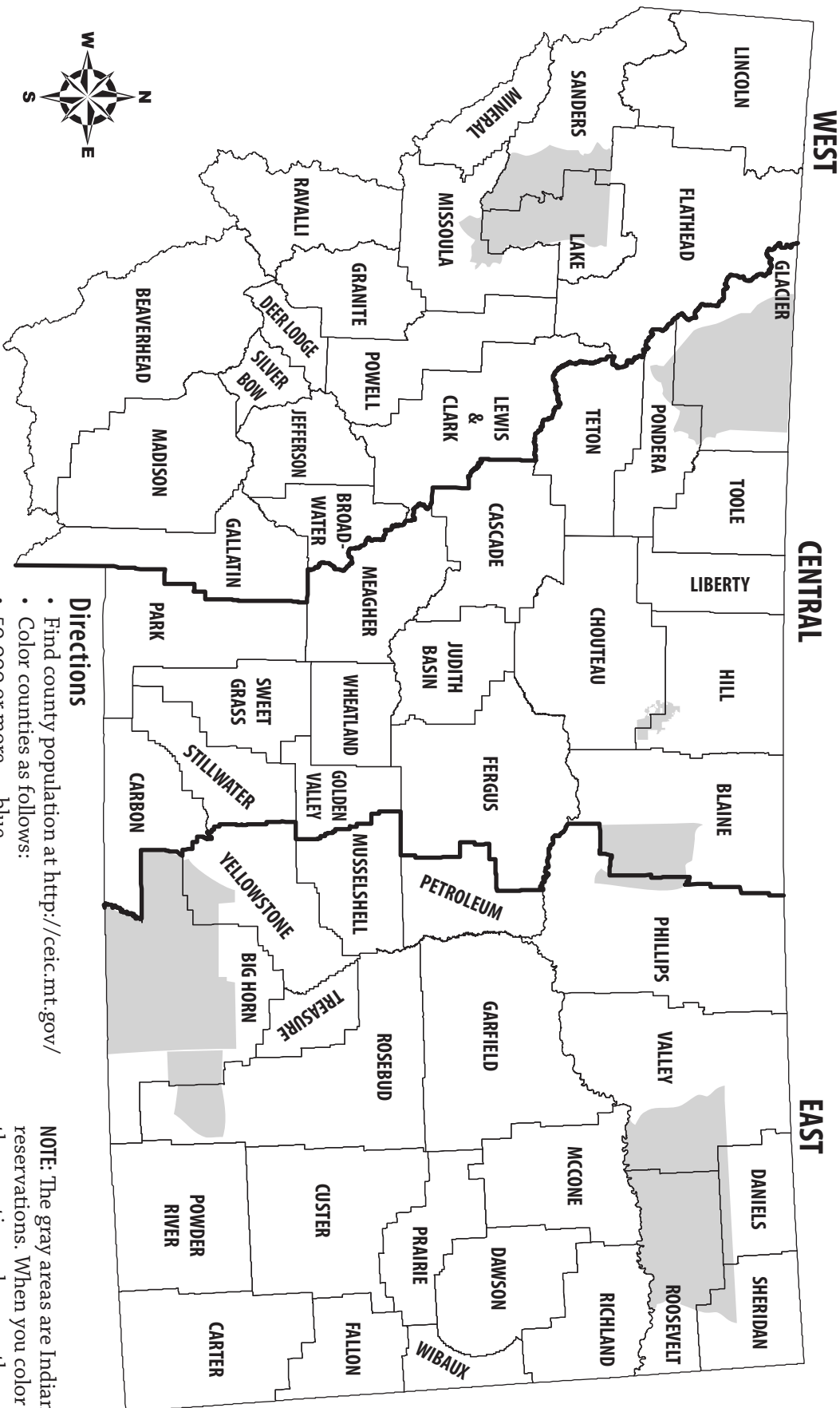
1. Project or distribute the Analyzing the Map worksheet.
2. Have students work individually, in pairs, in small groups, or as a whole class to complete the worksheet.
 - a. Project the Seven Montana Reservations/ Twelve Tribal Nations Map for students to use to add reservations and tribal names to their maps.
 - b. Circulate and help students as needed. If students are working independently or in pairs or small groups, pause after they've answered the first two questions and have them share their answers.
 - c. Help students find your county before they answer Question 3.
 - d. Review students' answers to questions 3-6.
 - e. As a class, discuss the questions labeled "For Group Discussion." (Don't give students the answers but let them know that these are the big questions they will continue to explore throughout the unit.)
 - f. Make sure that students save their maps.

Seven Montana Reservations/Twelve Tribal Nations



Note: The Little Shell Tribe of Chippewa Indians of Montana is without a reservation. Its headquarters is in Great Falls.

Name: _____



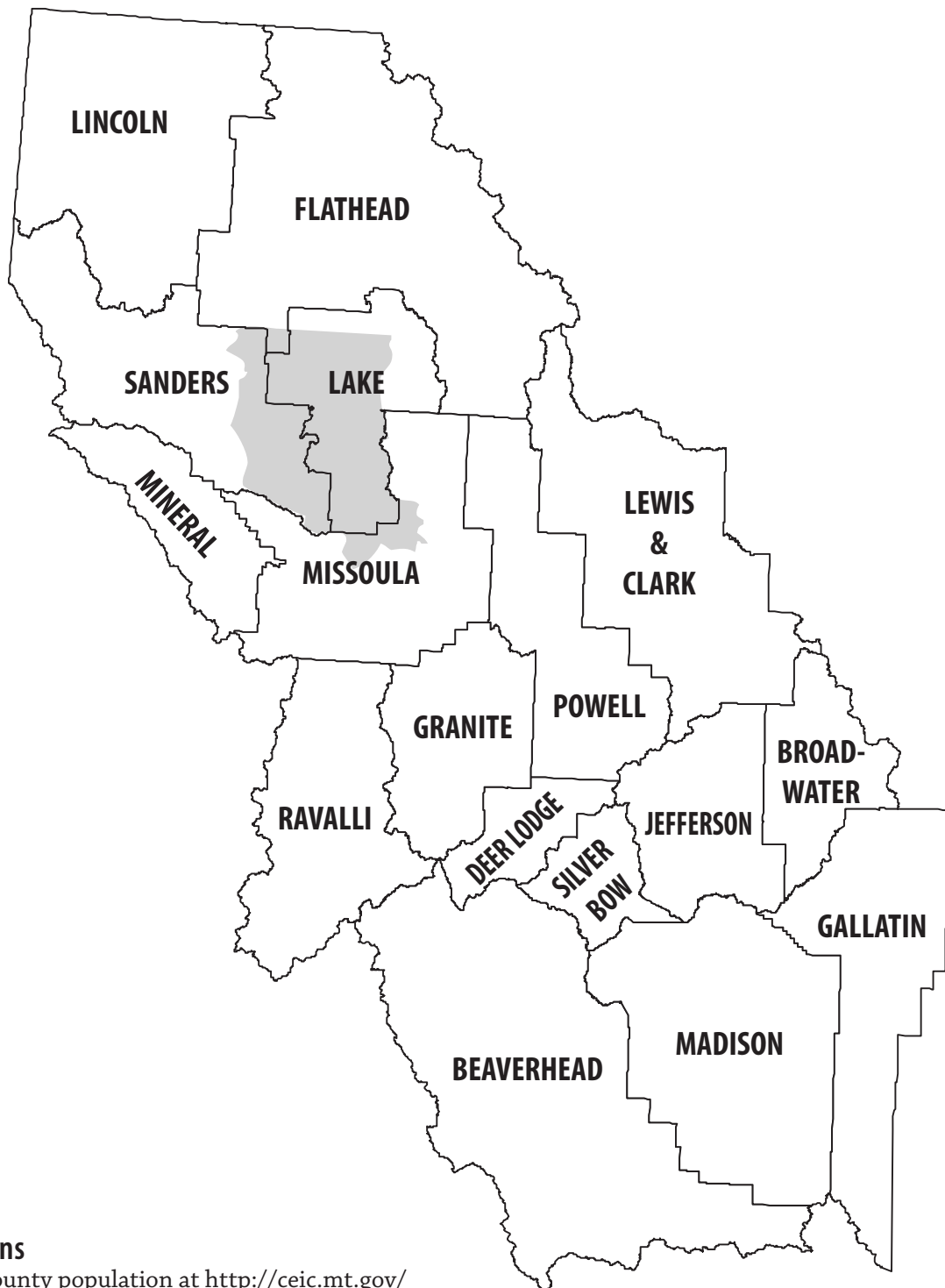
Directions

- Find county population at <http://ceic.mt.gov/>
- Color counties as follows:
 - 50,000 or more — blue
 - 10,000 to 49,999 — green
 - 5,000 to 9,999 — light brown
 - 1,500 to 4,999 — yellow
 - 0 to 1,499 — white

NOTE: The gray areas are Indian reservations. When you color the counties, color over the reservations, but make sure to let the gray show through.

Western

Name: _____



Directions

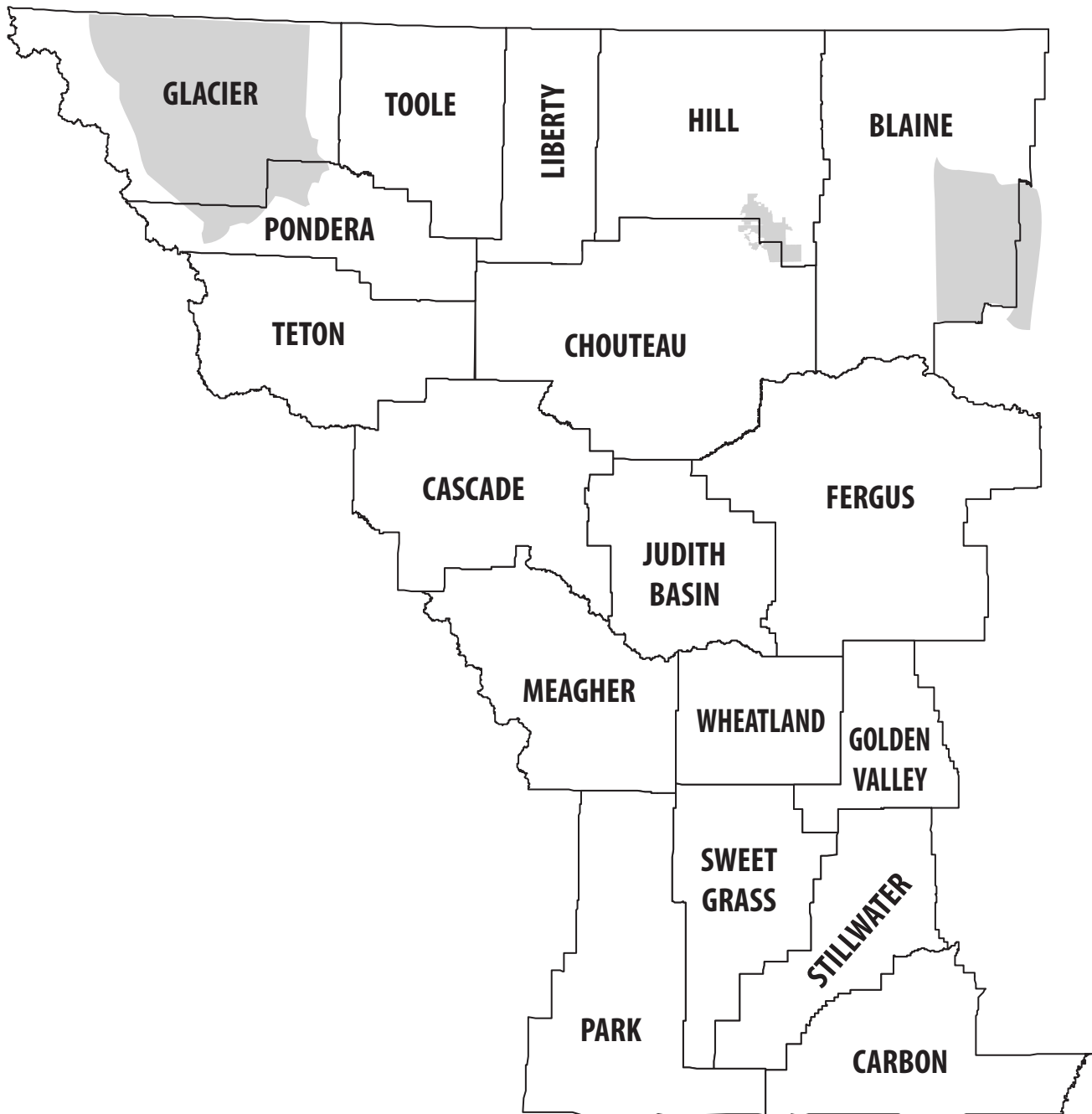
- Find county population at <http://ceic.mt.gov/>
- Color counties as follows:
- 50,000 or more — blue
- 10,000 to 49,999 — green
- 5,000 to 9,999 — light brown
- 1,500 to 4,999 — yellow
- 0 to 1,499 — white

NOTE: The gray areas are Indian reservations. When you color the counties, color over the reservations, but make sure to let the gray show through.



Central

Name: _____



Directions

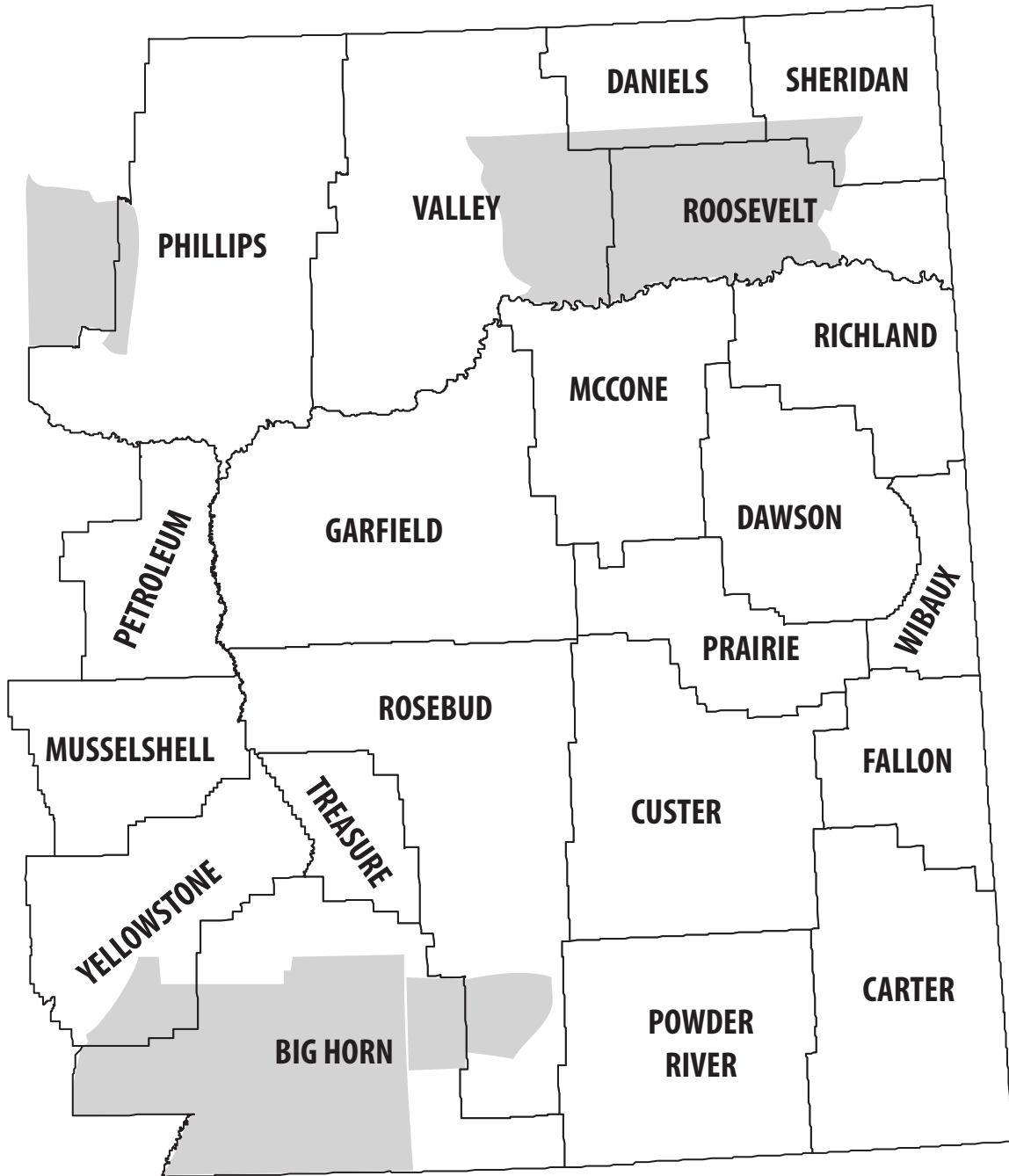
- Find county population at <http://ceic.mt.gov/>
- Color counties as follows:
- 50,000 or more — blue
- 10,000 to 49,999 — green
- 5,000 to 9,999 — light brown
- 1,500 to 4,999 — yellow
- 0 to 1,499 — white

NOTE: The gray areas are Indian reservations. When you color the counties, color over the reservations, but make sure to let the gray show through.



Eastern

Name: _____



Directions

- Find county population at <http://ceic.mt.gov/>
- Color counties as follows:
- 50,000 or more — blue
- 10,000 to 49,999 — green
- 5,000 to 9,999 — light brown
- 1,500 to 4,999 — yellow
- 0 to 1,499 — white

NOTE: The gray areas are Indian reservations. When you color the counties, color over the reservations, but make sure to let the gray show through.



Name: _____

Analyzing the Map

1. Now that you have colored the map, what patterns can you find? What do those patterns make you wonder?

2. Where are the most populated counties (west, central, east)? The least populated?

3. Find your county. What region is it in? What color is it? Is it the same or different from nearby counties?

4. Write the reservation name and the names of the tribes who live there on the sides of your map. Draw a line from the names to the reservation.

5. Place dots in the counties that contain Montana's ten largest cities. Label each dot with the city's name (or if there isn't room, the first letter of the city's name).

Billings: Yellowstone County

Butte: Silver Bow County

Havre: Hill County

Great Falls: Cascade County

Helena: Lewis and Clark County

Miles City: Custer County

Missoula: Missoula County

Kalispell: Flathead County

Bozeman: Gallatin County

Belgrade: Gallatin County

6. What relationship do you see between county population and the locations of Montana's largest cities?

For group discussion: Why do you think the highest population centers (cities) are where they are? What does this map suggest about ways that Montana's climate, geology, and geography affect the lives of Montanans?

Lesson 2: Reading to Learn about Montana

Time: 2 hours

MATERIALS

- Classroom sets of *Montana: A History of Our Home*, also available [online](#).
- Copies of the Notetaking Worksheet (below, p. 36)
- Pens or pencils

PRE-LESSON PREPARATION

- Review the lesson plan.
- Print the Notetaking Worksheets

ASSESSMENT: Completed Worksheet

Procedure

Step 1: Read

1. Establish the purpose for reading (write on board): How does Montana’s climate, geology, and geography affect the lives of Montanans?
2. Distribute the Notetaking Worksheets. Tell students that these are a tool to help them learn to summarize information. After they read each section, they are going to write the gist—or most important ideas—on their worksheet. Remind them that they don’t have much room, so they’ll need to think before they write down their “takeaway.”
3. Have students read the first five sections of Chapter 1 in *Montana: A History of Our Home*: Introduction, “Fast Facts,” “The Continental Divide,” “Montana’s Three Regions,” and “Montana’s Climate.”

Every fifteen minutes have students stop and pair/share for two minutes, so they can discuss what they think are the most interesting and important things they’ve read so far and any insights they’ve gained on the guiding question.

After students read each section, have them complete that section’s space on their worksheet. Make sure they save their completed worksheets for later.

Step 2: Discuss

Discuss as a class: How does Montana’s climate, geology, and geography affect your life?

Part 2: Montana Reservations and Tribal Nations

Time: 1-2 hours

OBJECTIVES

Students will be able to:

- Name Montana’s tribal nations and reservations.
- Explain that reservations are lands reserved by the tribes, not given to them.

MATERIALS

- Classroom sets of *Montana: A History of Our Home*, also available [online](#).
- Copies of the This Is Montana Notetaking Worksheet (also used in Part 1), below, p. 36.
- Internet access and computers (one computer for every two students)
- Projector
- Maps students created in Part 1
- *Introducing the First Nations of Montana to the World*, video, available [online](#).
- [Essential Understandings Regarding Montana Indians](#), developed and published by Montana Office of Public Instruction Indian Education for All Unit (revised 2019)
- [Montana Tribes Learning Activities](#)

PRE-LESSON PREPARATION

- Review the lesson plan.
- Review EU4 in *Essential Understandings Regarding Montana Indians* to prepare yourself to lead a discussion on reservations. Arrange for students to retrieve their Notetaking Worksheets, their textbooks, and the maps they made.
- Arrange for computers with internet access (one per every two students).
- Check the URL for Montana Tribes Learning Activities (if link is broken, search “Montana Tribes Learning Activities”).

- Arrange to project *Introducing the First Nations of Montana to the World*, (if link is broken, search the title and Montana Office of Tourism).

Teaching Note: There are multiple ways to spell the names that Montana’s tribal nations call themselves. One reason is because of the multiple ways non-Indian explorers, historians, government officials and others have documented these names. Another reason is because tribes maintained their histories and cultures orally, instead of in writing.

The Essential Understandings Regarding Montana Indians provides context for the multiple spellings of tribal names. A wide range of issues regarding diversity, culture, history, and sovereignty have all contributed to the various ways tribal names are spelled in English.

MHS has relied on members of its Tribal Stakeholders Group to select a spelling for tribal names. The Montana Office of Public Instruction relied on members of the Montana Advisory Council for Indian Education to establish spellings on MontanaTribes.org. Recommendations varied, so the way tribal names are written in *Montana: A History of Our Home* does not always match the way tribal names are spelled on the OPI website. This is especially true for the Blackfeet. For the student textbook, the Montana Historical Society followed the recommendation of the Blackfeet members of its Tribal Stakeholders Group and included the word Amp Ska Pii (Southern) before the word Pii Kun Nii (Piegan.) After the textbook was published, further consultation led the tribal stakeholders to change that recommendation, so the teacher’s guide and worksheets use the spelling Pikuni (Piegan) while leaving off the preface of Amp Ska Pii (Southern). The Office of Public Instruction uses both Pikuni (Piegan) and Niitsitapi (the Real People) on MontanaTribes.org.

Procedure

Step 1: Read and Discuss

1. Establish the purpose for reading (write on board): What tribal nations live in Montana?

2. Have students read “Montana’s Reservations and Tribal Nations” in Chapter 1 of *Montana: A History of Our Home* and complete that section of their Notetaking Worksheet.
3. Discuss the concept of “reservation.”
 - a. What does it mean that “Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not ‘given’ to them” (EU 4)?
 - b. Why is this an important concept?
 - c. What is the implication of this understanding?

Step 2: Study Names and Locations

1. Have students work in pairs to complete the Montana Tribes Learning Activities—activities to learn tribal names and locations.
2. Watch the eight-minute video *Introducing the First Nations of Montana to the World* on [Vimeo](https://www.youtube.com/watch?v=...).

Part 3: Mapping Montana, A to Z

Time: 2-4 hours

OBJECTIVES

Students will be able to:

- Use a key and grid system to locate specific places on a map.
- Interpret different symbols on a map.
- Calculate the distance between cities and the distance covered by a particular route.
- Share interesting information about specific Montana places.

MATERIALS

- A Montana State Highway map for each student or team of students. These can be ordered by calling (406) 841-2870 or (800) 847-4868 (press 2).
- A ruler and/or string, three colored highlighters, pencil
- Mapping Montana Worksheet (below, p. 25)

- Montana Travel Log (below, pp. 26-27)
- Copies of *Montana Place Names: from Alzada to Zortman, A Montana Historical Society Guide* (Helena, 2009) and/or access to the Montana Place Names Companion [Website](#). Books can be purchased through the Montana Historical Society Museum Store (1-800-243-9900) or borrowed from the MHS Outreach and Interpretation Hands-on History [footlocker program](#).
- Small prizes, optional

ASSESSMENT: Completed Map and Worksheet

PRE-LESSON PREPARATION

- Order maps.
- Review lesson plan.
- Make copies of the worksheet and travel log.

Teaching Notes: Teachers should be aware that among the 1,200 place names included on the map and website is Sex Peak in Sanders County.

Procedure

Step 1: Introduce the Lesson

Ask your students about their favorite towns and cities to visit in Montana. What types of natural features have they encountered on drives across Montana? (Mountains, rivers, plains, forests). What type of human made features have they seen on Montana trips? (Dams, farms, buildings, cities, roads).

Tell your students that as a class you are going to take an imaginary trip to twenty-five different Montana places, tracing that trip on the state map. But first, they need to familiarize themselves with the map and the map key.

Step 2: Reading a Map

Distribute the maps: Spend some time looking at the map together. Ask your students what one can learn from looking at a map? Answers can include: where mountain ranges are, towns' names, location or roads, how much area the map represents, etc.

- Be sure to explain the features of a map. Explain

the map key in the lower right and how, for example, it demonstrates the population of a town/city based on the size of its identifying marker.

- Look at the ways the map denotes different types of roads. Ask your students why this information might be important to travelers. (To determine the speed of a trip)
- Ask them what the different colors are on the map. (On the current Montana highway map, green represents national forests, light blue represents water, and yellow represents Indian reservations.)
- Ask them how the map visually differentiates county names, river names, reservation names, and the names of mountain ranges.
- Ask them to find your county and to trace its boundaries.
- Point out the “City Index” at the bottom of the map. Discuss how they can use that key to find particular towns.
- Finally, look at the scale that shows map distances. Point out that distances are shown in both miles and kilometers. Look at how distances are marked on the map. Choose two cities and have students calculate the distance between those places both by using the numbers marked on the map and by using the scale. Show them the City Index and how it also can be used to determine distance. (Point out that the distance noted in the City Index typically follows main roads. Someone taking the back roads might travel a different number of miles than what is recorded in the index.)

Teaching Notes: Placement of map keys, colors used, and other details may vary depending on the year your maps were published.

You may want to distribute a 10-inch piece of light-colored string for each student (or have your students measure and cut their own 10-inch pieces of string). Have them lay their strings flat against the mileage scale and use a black marker to mark off ten-mile increments. Then have them use the strings (which can follow the curves of the road) to measure the distances between the towns.

Step 3: Mapping Montana, A to Z

Students can work in groups or individually, depending on teacher preference.

1. Tell students that they are going to create a route for an imaginary trip across Montana. There's one catch: they must travel through towns whose names start with their assigned letters of the alphabet, and they must travel through those towns in alphabetical order. Assign individual students or student groups the following letters: A-E, F-J, K-O, P-T, U-Z.
2. Hand out the assignment instructions and the worksheets. Review the instructions. Tell them that they will fill in the town names and distances first, and then go back and add the interesting facts and answer the questions.
3. Remind them that they should use one color highlighter to mark the town names and a different color highlighter to trace the routes. If they need to backtrack along a route, have them use a third highlighter color. Remind them that they need to follow roads (they aren't measuring the distance between towns as "the crow flies").

Teaching Note: You may find it helpful to work on cities A through E together as a class, with everyone traveling to the same five cities, to make sure that all students understand the procedure, know what to do when they need to backtrack, etc.

Once your students have finished their routes and have calculated the overall distance of their trip, distribute copies of *Montana Place Names: From Alzada to Zortman* or direct them to the Montana Place Names companion website. Then have students find one interesting fact about each town or city they visited. (You may want to emphasize that the fact should truly be "fun" and not merely the elevation or county name.)

Option: You may wish to offer small prizes to the student whose route is the shortest (or longest), passes through the most counties, passes through the most Indian reservations, crosses the

Continental Divide the most times, travels closest to the Canadian border, etc. If you do plan to award prizes, let the students know the categories ahead of time so they can plan accordingly.

Step 4: Concluding exercise

1. Have each group report the number of miles they traveled and have all students record that number on their worksheets. Then have students add the numbers together to get the total distance of your class trip.
2. Have your students hang up their maps around the classroom to show the various routes that the students chose to take. Have each student share one fact that they found especially interesting about a Montana town or city.

Option: Using Google Maps, create your class trip, allowing each student to share a town name and fun fact.

Mapping Montana, A to Z

Map a route across Montana, stopping in towns from A to Z! Use the state map's "City Index" to find a town whose name starts with the letter "A." Highlight that town on the map. Then highlight a town whose name starts with the letter "B." Use a different colored highlighter to trace a route between the two towns. Make sure to stay on the road! On the worksheet, record the name of your town and how far you traveled to get there. Keep going until you reach your final destination, a town whose name starts with the letter Z. If you have to travel on a road you have already taken, use a different color of highlighter to draw your second route. After you have completed your route, find a fun fact about every town you visited. Then answer the questions below.

Hint: It will be easier to answer the questions on the worksheet if you review them before you start to map your route.

1. How many counties did you visit? Name one county seat to which you traveled.

2. Did you travel on any gravel roads? If so, between which towns?

3. Did you visit or travel across any Indian reservations? Which ones?

4. List a mountain range you crossed.

5. List a river you crossed.

6. List a town you visited that has fewer than 1,000 people.

Name: _____

Montana Travel Log

Group 1 Town name	Miles traveled between towns	Fun fact
A.	<i>Start</i>	
B.		
C.		
D.		
E.		
Total number miles traveled:		
Group 2 Town name	Miles traveled between towns	Fun fact
F.	<i>Start</i>	
G.		
H.		
I.		
J.		
Total number miles traveled:		
Group 3 Town name	Miles traveled between towns	Fun fact
K.	<i>Start</i>	
L.		
M.		
N.		
O.		
Total number miles traveled:		

Name: _____

Montana Travel Log

Group 4 Town name	Miles traveled between towns	Fun fact
P.	<i>Start</i>	
Q.		
R.		
S.		
T.		
Total number miles traveled:		
Group 5 Town name	Miles traveled between towns	Fun fact
U.	<i>Start</i>	
V.		
W.		
X.	<i>Free space. No Montana town names begin with the letter X.</i>	
Y.		
Z.		
Total number miles traveled:		

Add the miles traveled by each group. How many miles total was your class trip? _____

Part 4: Montana's Economy

Time: 2-3 hours

OBJECTIVES

Students will be able to

- Define economy and identify basic elements of Montana's economic system.
- Identify various resources and labor that are used to provide goods and services in Montana.
- Gather information from a map.

MATERIALS

- Pens/pencils and paper
- Computers with internet access (one per pair of students)
- Tic, Tac, Toe Board, Vocabulary Sheet, Tic, Tac, Toe Answer Sheet, and Exit Ticket (below, pp. 31-34)
- Classroom sets of *Montana: A History of Our Home* also available [online](#).
- This Is Montana Notetaking Worksheet (also used in Parts 1-2), below, p. 36.
- [Montana Economics Story Map](#)

ASSESSMENT: Completed Tic, Tac, Toe Board, Worksheet, and Exit Ticket

PRE-LESSON PREPARATION

- Review the lesson plan and story map.
- Make copies of the Tic, Tac, Toe Boards and Exit Tickets

Teaching Note: If after reviewing the lesson plan, you think your students will have difficulty with the vocabulary and concepts, consider scaffolding the lesson with extra material. A new nationwide emphasis on teaching economics makes materials—from exercises that ask students to sort pictures of various resources into “natural resources,” “capital resources,” and “human resources” to anchor charts differentiating goods and services—easy to find through an internet search.

Procedure

Step 1. Hook

Tell students that, when you say go, they are going to

work in pairs to list as many different types of jobs (also called ways to make a living) as they possibly can in five minutes. Give them a moment to quietly think about the jobs that grownups in their lives have, jobs they've seen on television or in the movies, people they've seen working in the community. Then have them race the clock to make their lists.

Step 2. Define Terms and Read to Find Out

1. After students share some of the different occupations they came up with, ask: Why do people work? (*To make money, support their families, buy things they want, contribute to the world/help people*). Let them know that working is part of what we call the **economy**.
2. Individually, in pairs, or as a class, read “Montana's Economy,” pp. 9-11 of *Montana: A History of Our Home* and complete the “Montana's Economy” space on the Notetaking Worksheet.
3. Pass out Vocabulary Sheets. As a class, review the vocabulary terms (and/or add definitions to your word wall):

Economy: An economy is a system of making and trading things of value; it is how people get the things they need or want.

The economy includes **goods** (physical things/objects that you buy to use or keep) and **services** (things people do for other people for money).

Work with students to come up with examples of **goods** (food, books, desks—anything they can touch.) Have students give examples of **services** (fixing a car, baby-sitting, providing medical care, teaching).

4. Let students know that before non-Indians came to Montana, the tribal economies did not use money. Their **economy** centered on hunting, gathering, trading, and sharing.

Non-Indians brought the idea of using money—instead of sharing or trading **goods** and **services**.

Today, we still share and trade, but we also use money to make the exchange of **goods** and **services** easier.

5. Continue to define terms: To create **goods** and **services**, we need **resources**.
 - **Resources** are anything that can be used to meet human needs and wants.
 - **Labor** (work) is an important resource.
 - **Knowledge** is an important resource.

Natural resources are another important type of resource. Natural resources are things found in nature (like plants, animals, and minerals) that are used by people.

Provide an example: People need **shelter** (somewhere to live). What resources would you need to build a house? **Labor** (either your own or someone else's, like a carpenter), **knowledge** (the person building the house needs to know how to do it), **natural resources** (like wood or stone to use to build a house). You'd need tools and land, too.

Check for understanding by having students give you a thumbs up or thumbs down. Clarify as needed.

6. Continue to define words that they will need to know:
 - **Economists** (people who study the economy) often talk about **industries**.
 - **Industries** are a group of businesses that make or sell similar products or perform similar services.

Give some examples: Farms are part of the **agricultural industry**. The **timber industry** is made up of all the companies that cut down trees. The **healthcare industry** includes all the services relating to health (doctors, hospitals, dentists, etc.) Ask: Can you guess what we call all the different businesses that mine coal, copper, gold, or other metals? (*The mining industry*.)

Other words to know: **employ, employee, employer**

- These words sound the same because they are all related. Employ is a verb. To *employ* someone is to pay them to do a job.
- The person who does the job (the worker) is called an *employee*.
- The person or company that is paying the employee (or worker) is called the *employer*.

7. Practice vocabulary through discussion. Ask:

Do you know anyone who is an employee? What do they do?

Do you know any business owners? Are they employers? Or do they work by themselves?

Name a job held by an adult you know and, if you can, the “industry” you think it’s in. (For example, the service industry, the agricultural industry, the healthcare industry, the construction industry, the mining industry, the automotive industry.)

Teaching Note: Don’t worry if you or your students can’t categorize a particular job or business—you just want students to understand that categories exist and that there are many different types of jobs and businesses.

Step 3: Learning More about Montana’s Economy

1. Let students know that they are going to be investigating Montana’s economy and how it has changed by looking at some of the most common industries (and jobs) from around 2020, and some of the most common industries and jobs from around 1910.

Pair/share: Make some hypotheses: What are some of the ways you think Montana’s economy might have changed over the last hundred-plus years? Do you think people today work in the same types of jobs they did then? What has changed and what has stayed the same?

2. Have students work in pairs to play “Tic, Tac, Toe” while exploring the Story Map. Have them turn in their boards for an assessment.

Step 4: Wrap-up

1. Think/Pair/Share: Think about what you’ve learned about Montana’s geography and look again at the Story Map and your textbook. What are some of the ways that Montana’s geography and economy are connected?

Possible answers/topics for discussion:

Montana doesn’t have large factories because it is far from major population centers; Montana is big, so many people work in transportation; there was more logging in Western Montana because there were more trees; mountains attract tourists, so many people work in the service industry in Western Montana; farming takes place in rural areas; the Golden Triangle is a good place to grow wheat; the mining industry developed where there was copper and coal; the agriculture, tourism, timber, and mining industries rely on the state’s natural resources.

2. Think/Pair/Share: Based on what you learned, what are some of the ways Montana’s economy has changed over the last 110 years? Why do you think these changes happened?

Teaching Note: As topics come up, teachers might want to explain the following words and write them on the board and then write industries below each category to chart changes: *Supply/Demand, Technological Change; Mechanization*

Possible answers/topics for discussion: *There’s less copper mining (because much of the copper has already been mined). There’s less sheep ranching (synthetic fibers affected the market—technological change and supply/demand). Fewer people work for railroads, but more people work as truckers (technological change). Fewer people work in the timber industry (in part because machines do much of the work—mechanization). Many more people work in healthcare (technological change; growing knowledge—we can help*

people much more than we used to be able to, and government investment—supply/demand and technological change). Less coal is mined (market forces—supply/demand). We have wind farms now (technological change and market forces—supply/demand). The largest employer in Great Falls didn’t exist (technological change and government investment). Tourism is a bigger part of our economy (creation of infrastructure—roads—and growing leisure time and income allow people to travel more—government investment and supply/demand). Montana didn’t have a computer industry (technological change).

3. As a class, read the chapter conclusion: “Montana’s climate, geology, and geography have shaped the state’s history. They continue to shape the lives of Montanans today. How have these factors affected your life?” Discuss.
4. Have your students complete the Exit Ticket.

Extension Activity: Have students collect business cards from friends, family, and local businesses. Post the business cards with the vocabulary and use them to talk about the many different types of businesses and jobs in your community.

Vocabulary Sheet

Diversity: Variety

Economists: People who study the economy

Economy: A system of making and trading things of value; it is how people get the things they need or want.

Employ: Pay someone to work for you

Employee: Someone who works for someone else

Employer: A business that pays people to work for them

Goods: Physical things/objects that you buy to use or keep

Industry: A group of businesses that make or sell similar products or perform similar services.

Labor: work

Services: Things people do for other people for money

Resources: Anything that can be used to meet human needs and wants. Resources include labor, knowledge, and natural resources.

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Names: _____

Tic, Tac, Toe Instructions:

Play rock, paper, scissors to decide who goes first.

Player 1: Choose a story from the map and read it to your partner. If you can answer any of the questions on the Tic, Tac, Toe board, write your answer in the box and initial it.

Player 2: Choose a story from the map and read it to your partner. If you can answer any of the questions on the Tic, Tac, Toe board, write your answer in the box and initial it.

Keep taking turns until one of you gets tic, tac, toe.

Turn your board in to your teacher.

Name an industry that was a bigger part of Montana's economy in 1910 than it is today. _____	Name a type of animal featured on the Story Map that is raised for sale in Montana. _____	Why is the Golden Triangle called the Golden Triangle? _____
Name something that is mined in Montana that is featured on the Story Map. Is it in Western, Central, or Eastern Montana? _____	Name an industry that was a bigger part of Montana's economy in 2020 than in 1910. _____	Find an industry or job on the Story Map that you might like to work in when you grow up. What is it? _____
What was the first crop homesteaders often planted and what were its seeds used for? _____	Name a business or industry that provides electricity. _____	What is the biggest employer in Great Falls? _____

Tic, Tac, Toe Answer Sheet

<p>Name an industry that was a bigger part of Montana's economy in 1910 than it is today.</p> <p><i>Railroads, timber, copper mining, sheep ranching, or coal mining</i></p>	<p>Name a type of animal featured on the Story Map that is raised for sale in Montana.</p> <p><i>Sheep or cattle</i></p>	<p>Why is the Golden Triangle called the Golden Triangle?</p> <p><i>Because they grow lots of wheat there.</i></p>
<p>Name something that is mined in Montana that is featured on the Story Map. Is it in Western, Central, or Eastern Montana?</p> <p><i>Coal (eastern), copper (western), or palladium (central)</i></p>	<p>Name an industry that was a bigger part of Montana's economy in 2020 than in 1910.</p> <p><i>Tech, palladium mining, trucking, wind farms, military, or tourism</i></p>	<p>Find an industry or job on the Story Map that you might like to work in when you grow up. What is it?</p> <p><i>Student choice</i></p>
<p>What was the first crop homesteaders often planted and what were its seeds used for?</p> <p><i>Flax; paint</i></p>	<p>Name a business or industry that provides electricity.</p> <p><i>Coal mining or wind farms</i></p>	<p>What is the biggest employer in Great Falls?</p> <p><i>Malmstrom Air Force Base or the U.S. government</i></p>

Exit Ticket

Name: _____

Write something you learned about Montana's economy. _____

Write a question you still have about Montana's economy. _____

Exit Ticket

Name: _____

Write something you learned about Montana's economy. _____

Write a question you still have about Montana's economy. _____

Exit Ticket

Name: _____

Write something you learned about Montana's economy. _____

Write a question you still have about Montana's economy. _____

Part 5: Wrap-up

Time: 30 minutes

OBJECTIVES

Students will be able to

- Use sources to gather evidence to develop and refine claims.
- Communicate conclusions.

MATERIALS

- Materials created by students during the course of the unit.

ASSESSMENT: Quick Writes

PRE-LESSON PREPARATION

- Review the lesson plan.
- Arrange for students to retrieve their completed worksheets, the maps they made, and their “Write Your Way In” quick writes.

Procedure

Step 1: Discuss

1. Return to the population maps students made at the beginning of the unit and the list of questions they made during the initial discussion (when you asked them what the patterns made them wonder).

2. Now that they’ve read the the first chapter of *Montana: A History of Our Home* and examined other sources, can they answer any of these questions?

Step 3: Reflect with a Write Your Way Out

1. Ask students to retrieve their “Write Your Way In” free writes. Tell them they will be writing below the line they drew earlier for this next three-minute nonstop writing period.
2. Tell students that they are going to do another quick write, writing nonstop from the moment you say “Go!” until the timer goes off. Remind them of the procedure: they must write the entire time. They do not need to worry about spelling, grammar, or punctuation. If they are stuck for what to write next, encourage them to write, “I am thinking!” until they think of more to say. Create a sense of urgency!
3. Set the timer and provide the prompt: “Now what do you know about Montana?”

Name: _____

This Is Montana Notetaking Worksheet

Instructions: Summarize each section as you read it. Remember: you don't have room to write about everything in the section so just choose the most important ideas.

Fast Facts

The Continental Divide

Montana's Three Regions

Montana's Climate

Montana's Reservations and Tribal Nations

Montana's Economy

Unit 1 Content Standards and Essential Understandings

	Unit 1 ►	Part 1	Part 2	Part 3	Part 4	Part 5
Montana State Standards for Social Studies						
Skills						
SS.K12.1. Develop questions.	X					
SS.K12.4. Use sources to gather evidence to develop and refine claims.	X				X	X
SS.K12.5. Communicate conclusions.	X				X	X
Economics						
SS.E.4.2. Identify basic elements of Montana’s state economic system including agriculture, business, natural resources, and labor.					X	
SS.E.4.3. Identify various resources and labor that are used to provide goods and services in Montana.					X	
Geography						
SS.G.4.2. Identify and label the tribes in Montana and their indigenous territories, and current locations.	X	X				
SS.G.4.3. Investigate the physical, political, and cultural characteristics of places, regions, and people in Montana.	X			X	X	
English/Language Arts Standards » Reading Informational Text » Grade 4						
CCSS.ELA-Literacy.RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X					
CCSS.ELA-Literacy.RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	X	X				
CCSS.ELA-Literacy.RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	X	X	X	X	X	

Unit 1 Content Standards and Essential Understandings (continued)

Unit 1 ►	Part 1	Part 2	Part 3	Part 4	Part 5
CCSS.ELA-Literacy.RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	X		X	X	
CCSS.ELA-Literacy.RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	X			X	X
CCSS.ELA-Literacy.RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	X	X	X	X	
English Language Arts Standards » Writing » Grade 4					
CCSS.ELA-Literacy.W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	X				X
English Language Arts Standards » Speaking & Listening » Grade 4					
CCSS.ELA-Literacy.SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	X			X	X
IEFA Essential Understandings					
Essential Understanding 1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.	X	X			

Unit 1 Content Standards and Essential Understandings (continued)

Unit 1 ►	Part 1	Part 2	Part 3	Part 4	Part 5
<p>Essential Understanding 4. Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.</p>		X			