

The Montana 1972 Constitutional Convention



Grade Level: 9–12

Lesson plan created by Cynthia Wilondek, Bigfork High School

Enduring Understanding: People with different viewpoints and interests can work together to address social and political problems.

Time: Eight to eleven 50-minute class periods

Teaching Note: If you are short on time, see p. 30 for suggestions to make this lesson shorter.

Content Standards: See p. 31

Activity Description: After a warm-up activity and discussion, students analyze and compare the preambles of both the 1889 and 1972 Montana Constitutions before illustrating the 1972 constitution’s preamble. They then watch a film that presents how the 1972 constitution came to be and research some of the major people and events of the 1972 Constitutional Convention. They present their findings in a digital “yearbook,” focusing on key points and participants as well as on short- and long-term impacts.

Objectives

At the conclusion of the lesson students will have:

1. Dissected and evaluated vocabulary pertinent to the Montana Constitution as well as their role as an active and engaged citizen.
2. Analyzed the preambles of both the 1889 and 1972 Montana Constitutions for historical context, word choice, and relevance to modern Montana.
3. Designed an illustration of the 1972 preamble to demonstrate a deeper understanding of its unique and powerful message.

4. Identified, described, and summarized the main persons and events of the 1972 Montana Constitutional Convention.
5. Prioritized, categorized, and synthesized the events of the Montana Constitutional Convention into a digital format created to examine the convention’s key moments and players as well as its short-term impact and long-term legacy.

Materials

For Part 1: Introduction

- Worksheet: Wordle Warm Up for Montana Constitution (below, pp. 3-4)
- Website for [LIBERTY Wordle](#)
- Website for [Wordle Games](#)
- [Instructions](#) for creating Wordles (scroll down the web page for full instructions)

For Part 2: Analyzing the Preambles

- Worksheets (below, pp. 6-10):
 - Part 1: 1889 Montana Constitution Preamble (Group A)
 - Part 1: 1972 Montana Constitution Preamble (Group B)
 - Part 2: Compare and Contrast: 1889 and 1972 Montana Constitution Preambles
 - Part 3: 1972 Montana Constitution Preamble Illustration

For Part 3: *For This and Future Generations* (Documentary)

- Pack of playing cards
- Devices (laptops, tablets, etc.) that can access YouTube. **Teaching Note:** Students will be divided into six groups and each group will be responsible

for analyzing a different part of the video, so you will need at least six viewing stations. Alternatively, students can watch the video independently.

- Headphones (optional)
- YouTube video [For This and Future Generations](#)
- Video packet: *For This and Future Generations* (2002) documentary (below, pp. 12-17)

For Part 4: Creating a Montana 1972 Con Con Yearbook

- *Optional*: School yearbooks and post-its
- Montana Constitutional Convention Yearbook Project assignment sheet and rubric (below, pp. 21-22)
- Completed *For This and Future Generations* (2002) documentary worksheets
- Google Slides Template: [MHS Montana 1972 Con Con Yearbook](#)
- Devices with internet access (laptops, tablets, etc.)
- Research Resources list (below, p. 29)
- Peer Evaluation Worksheet
- Self-Evaluation Form

Pre-Lesson Preparation

Preview the entire plan as well as the extension and replacement activities. **Teaching Note:** Recognizing that not everyone will have time to conduct the entire lesson, we have included several suggestions for ways to shorten the lesson plan under “Extension or Replacement Activities” (below, p. 30).

Part 1: Introducing the Lesson

Time: 50 minutes

Part 1: Preparation

Copy the Wordle Warm Up worksheets (one per student) and refresh your understanding of how to play Wordle.

Procedure

Step 1: Warm Up—Wordle on LIBERTY

1. Pass out the worksheet titled Wordle Warm Up for Montana Constitution.
2. Ask your students if anyone is familiar with the word game Wordle.
 - a. If you have several students who are not familiar with Wordle, you may want to partner them up with those who have experience with the game.
 - b. As an example of what Wordle is, go to the Wordle Games website and play it as a class. The objective is to show what correct letters look like vs. letters that are there but in the wrong place.
3. When ready, have students click on the link for the Wordle Warm Up and fill out the appropriate worksheet. The solution to this Wordle is the word LIBERTY, which shows up in both Montana Constitution preambles.
 - a. Students should keep track of their progress on the worksheet.
 - b. If you have digital recording capabilities, it is recommended that students screenshot their final screen and either upload it to your school’s digital classroom platform (i.e., Google Classroom) or email it to you. *This prevents copying other people’s work.*
 - c. When they have figured out the word, they should work through the worksheet to record their ideas on the word “liberty.”

Step 2: When students have completed their worksheets, they can then share their work either in small groups or as a class discussion. The objective is to have them think about what the word “liberty” means to them as well as how important language is when creating laws.

Student Name: _____

Wordle Warm Up for Montana Constitution

Directions: Time to warm up your brain! Wordle is an excellent tool to wake up your vocabulary and think about how words are created and used. Keep track of your progress and answer the following prompts to think deeply about today's word.

Visit Google Classroom to click on the Wordle assignment or click on the following [link](#).

Keep track of your progress here. CIRCLE LETTERS THAT ARE CORRECT. Put a line through ~~LETTERS THAT ARE THERE BUT NOT IN THE RIGHT SPOT~~. Black out ~~LETTERS THAT ARE NOT USED~~.



Source: WordleGame.org (2022). Wordle Game: Guess the Hidden Word. Wordle Game - Play Unlimited. Retrieved July 22, 2022.

Part 2: Analyzing the Preambles

Time: 50–100 minutes

Preparation

Copy worksheets. **Teaching Note:** The prompts on the Part 1 worksheets are identical, but one has the 1889 preamble and the other has the 1972 preamble. Make enough copies so that half the class receives the 1889 preamble and the other half the 1972 preamble. Make enough copies of Parts 2 and 3 so that every student has one.

Procedure

Step 1: Warm Up

1. Review the term “liberty” either as a quick writing task or in a verbal response.
 - a. Writing task suggestion: acrostic poem
 - b. Verbal response suggestion: Go around the room and have each student pick a person who defines liberty to them and explain why.

Step 2: Analyze the Preambles

1. Divide students into two groups (e.g.: right side vs left side of the room, or number off one, two, one, two for Groups A and B). When students are divided, pass out the two worksheets accordingly:
 - Right Side/Group A—**Part 1: 1889 Montana Constitution Preamble**
 - Left Side/Group B—**Part 1: 1972 Montana Constitution Preamble**
2. Have students individually answer the Part 1 prompts regarding their particular preamble.
3. When students have completed Part 1, have them find a partner who has the other preamble to complete Part 2 (i.e., people on the right side of the room now work with someone from the left side, or students who are Group As find Group Bs).

4. As students finish up, use the questions and answers from Part 2 to lead a discussion comparing and contrasting the preambles. Some questions to consider:
 - a. What was happening in Montana and the country in the 1880s? How might these events have influenced the words chosen for the 1889 preamble?
 - b. What was happening in Montana and the country in the late 1960s and early 1970s? How might these events have influenced the language of the 1972 preamble?
 - c. What words/elements surprised you when comparing/contrasting both documents? Why?
 - d. If you could create a preamble for today’s Montana, how would it be different from these two versions?
5. After Parts 1 and 2 are finished, have students complete the Part 3 worksheet on their own by illustrating the 1972 preamble.

Student Name: _____

Part 1: 1889 Montana Constitution Preamble

Directions: Review and dissect the preamble to the 1889 Montana Constitution. As you will be sharing your findings with another person, make sure your comprehension of this document is thorough!

1889 Montana Constitution

We, the people of Montana, grateful to Almighty God for the blessings of liberty, in order to secure the advantages of a State government, do, in accordance with the provisions of the Enabling Act of Congress, approved the twenty-second of February, A. D. 1889, ordain and establish the constitution.

Source: University of Montana. (2022). Preamble. Retrieved July 22, 2022, from the University of Montana, [Montana Constitution Wiki](#).

Questions

1. Read the preamble. Write down three words that you believe are important and write your perceived definition.

Word #1: _____ Definition: _____

Word #2: _____ Definition: _____

Word #3: _____ Definition: _____

2. What word do you need to look up on the internet to define? _____

What was its official definition? _____

3. A “preamble” is an introduction to a body of writing that explains its purpose, aims, and justification.

In 2–3 sentences, use your own words to state what this preamble is suggesting its purpose, aims, and justification are.

Student Name: _____

Part 1: 1972 Montana Constitution Preamble

Directions: Review and dissect the preamble to the 1972 Montana Constitution. As you will be sharing your findings with another person, make sure your comprehension of this document is thorough!

1972 Montana Constitution

We the people of Montana grateful to God for the quiet beauty of our state, the grandeur of our mountains, the vastness of our rolling plains, and desiring to improve the quality of life, equality of opportunity and to secure the blessings of liberty for this and future generations do ordain and establish this constitution.

Source: University of Montana. (2022). Preamble. Retrieved July 22, 2022, from [Montana Constitution Wiki](#).

Questions

1. Read the preamble. Write down three words that you believe are important and write your perceived definition.

Word #1: _____ Definition: _____

Word #2: _____ Definition: _____

Word #3: _____ Definition: _____

2. What word do you need to look up on the internet to define? _____

What was its official definition? _____

3. A “preamble” is an introduction to a body of writing that explains its purpose, aims, and justification.

In 2–3 sentences, use your own words to state what this preamble is suggesting its purpose, aims, and justification are.

Student Name: _____

Part 2: Compare and Contrast: 1889 and 1972 Montana Constitution Preambles

Directions: Find an individual who has a different preamble from you and compare and contrast your findings.

Looking at your answers for what words were important to your preamble (Question #1 on Part 1 of the worksheet), what words did you have in common with your partner? **Why do you think both words showed up on your preambles?**

Words shared: _____

Why are they important? _____

What words were unique to your preamble when compared to your partner's? **Hypothesize: What does this suggest about the purpose, aims, and justification of the constitutional framers in 1972?**

Unique words in your preamble: _____

Hypothesis: _____

Review both preambles. Why do you think the 1972 framers felt that the 1889 constitution was no longer applicable to modern life in Montana? **Use the words from the preambles to support your answer.**

If you could alter one item from the 1972 constitution preamble, what would it be? **Why do you think this alteration would enhance this document?**

Student Name: _____

Part 3: 1972 Montana Constitution Preamble Illustration

Directions: Using the words of the 1972 Montana Constitution preamble, *illustrate* the following lines to show your comprehension of the text. No words on the illustration—just pictures!

Text	Illustration
<i>We the people of Montana</i>	
<i>grateful to God</i>	
<i>for the quiet beauty of our state, the grandeur of our mountains, the vastness of our rolling plains,</i>	
<i>and desiring to improve the quality of life</i>	

<i>equality of opportunity</i>	
<i>and to secure the blessings of liberty</i>	
<i>for this and future generations</i>	
<i>do ordain and</i>	
<i>establish this constitution.</i>	

Part 3: *For This and Future Generations* (Documentary)

Time: 50 minutes

Preparation

- Copy video packets, one per student.
- Arrange for students to watch the YouTube video, either in six small groups or independently.
- Learn about [jigsawing](#).

Procedure

Teaching Note: This is a jigsaw activity. Students will begin in “Home Groups.” After the first half of the activity, they will recombine into “Expert Groups” to share what they learned in their Home Groups. An easy way to sort students is by using playing cards. For example, if you have 24 students:

- Make sure you have Aces through Sixes in all four suits (hearts, diamonds, clubs, and spades). This should give you 24 cards.
- As students walk in, have them randomly pick a card. No peeking!
- When all the cards are gone, have all the Aces meet in one group, Twos in another, and so on. You have just created your Home Groups for this activity.

Step 1: Establish Groups

Organize students into six Home Groups and then pass out the packet ***For This and Future Generations (2002): Documentary on MT Con Con***. Make sure to have them write down both their suit and number from the playing cards. This will cut down on confusion when you switch to the Expert Groups.

Step 2: Watch and Take Notes on the Video

1. In their Home Groups, have students pull up the documentary *For This and Future Generations* from the given YouTube link.
2. Assign students their segment of the video according to their playing card’s number (i.e., Aces watch Part 1, Twos watch Part 2, and so on) and have them watch the video.

Teaching Note: This activity should be allotted at least 30 minutes, as this gives them time to view the video, review sections of the video, write down their information, and discuss their findings with each other for mastery of the information. Students may do this individually in their groups or as a team, depending on technology constraints and class dynamics.

3. Have students work together on the questions in their Home Groups so they are well prepared and knowledgeable for their Expert Groups.
4. Emphasize to students that they and their classmates will be using this information in the next phase of this activity.

Step 3: Share Expertise

1. Once students have completed the questions on their sections of the video in their Home Groups, have students find their Expert Groups by using the suit of their playing cards (hearts with hearts, spades with spades, etc.)
2. Have students share their findings with their classmates and continue to fill out the documentary’s packet. Stress the importance of completing and understanding the information in this packet. It is the main source of information that will be used for the final project in this unit.
 - a. Start with the Aces in each group, and then go numerically through the packet.
 - b. *Make sure the “expert” is talking and answering questions.* Some groups will try to switch papers to “speed things up,” but the goal is to have students publicly speak and act as a peer instructor. **Teaching Note:** Allow for at least 30 minutes for this activity, as students need time to write down information as well as ask questions.

Make sure students save these packets for Part 4.

Student Name: _____

For This and Future Generations (2002) Documentary on MT Con Con

YouTube Link: <https://tinyurl.com/MTConCon>

Directions:

1. Review the video time frame that was assigned to you in class. **Make sure to be as thorough as you can, as you will be the “expert” in the content from this part of the video.**
2. When finished, find your jigsaw group to complete the worksheet with information from other sections of the video.

Part 1 (4:40–13:19)

1. How did the <i>Time Magazine</i> reporter characterize Montana and its people? Do you feel he is right? Why or why not?	
2. What elements make the Montana Constitution a model for other states' constitutions?	
3. Describe the delegates' demographics (places of residence, occupations, experience levels, labels, etc.). Why are they extraordinarily ordinary?	
4. Who was the Con Con president?	

Part 2 (13:19–21:19)

5. How did the Anaconda Company and Montana Power control the legislature in earlier Montana history?	
6. How did the dynamics of rural and urban Montana play a role in how the new constitution came about (<i>Roberts v. Babcock</i>)?	
7. Why was it important that constitutional delegates did not hold political office while serving?	

Part 3 (21:17–30:17)

8. How did Arlyne Reichert's agenda reflect many of the delegates' perspectives on scrapping the 1889 constitution?	
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<p>9. How did Chet Blaylock's seating suggestion affect the success of the convention? Do you think this would work today? Why or why not?</p>	
<p>10. Finish the thought: Leo Graybill Jr. proved to be an effective and successful leader as the Con Con president because ____.</p>	
<p>11. What was Dale Harris's major contribution to the convention? How did this contribute to the success of the convention?</p>	

Part 4 (30:17–39:04)

<p>12. Why did political party affiliation take a back seat, and sometimes disappear, during the convention?</p>	
<p>13. What issue plagued Louise Cross on the Natural Resource Committee? How did this discussion become a controversial topic for the whole delegation?</p>	

<p>14. How did Bob Campbell push through the controversial topic to consensus?</p> <p>What is the lesson to take away here?</p>	
<p>15. What does it mean to have a right to a “clean and healthful” environment?</p>	

Part 5 (39:04–46:32)

<p>16. What are some examples of how the Montana Constitution’s “Declaration of Rights” guarantees more freedoms than are found in the federal government?</p>	
<p>17. Why was Bob Campbell’s right of privacy suggestion ground-breaking and “very Montanan”?</p>	
<p>18. How did Native American rights show up in the Montana Constitution, despite the lack of Native American representation?</p>	

<p>19. How did Mae Nan Robinson make her mark on the constitution?</p>	
<p>20. How does linguistic style play a powerful role in both the preamble as well as the constitution itself?</p>	

Part 6 (46:30 to end)

<p>21. What arguments were made by opponents of the Montana Constitution?</p> <p>How did delegate Bob Kelleher come to terms with his frustration with the constitution?</p>	
<p>22. Why was it significant that all 100 delegates signed the Montana Constitution?</p>	
<p>23. What were some of the strategies used by pro-constitutionalists to push forward their case to voters?</p>	

<p>24. Why do many scholars and delegates feel this constitution has staying power?</p>	
<p>25. Do you think Governor Racicot's message at the end of the video is true? Why or why not?</p>	
<p>26. How has living in a Montana community affected your perception of the world or your sense of civic responsibility?</p>	

Part 4: Final Project—Creating a Montana 1972 Con Con Yearbook

Time: 200–350 minutes

Part 4: Preparation

- Copy assignment sheets, rubrics, Peer Evaluation Worksheets, and Self-Evaluation Forms.
- Arrange to project and disseminate the Google Slides Template for the yearbook.
- Assign students to groups.

Procedure

Step 1: Divide students in the manner that works best for your class numbers, taking into account available technology.

Step 2: Optional Warm Up (if materials are available and time permits)

1. Pass out a collection of yearbooks from the 1970s (usually found in the library or yearbook instructor’s classroom).
2. Have students look through their yearbooks and write down five things they thought were interesting when looking at these samples on post-its (visual, content, themes, etc.).
3. Have students put their post-its on your front board. Read aloud their thoughts.
4. Discuss:
 - a. How were the books similar? How were they different?
 - b. How are these yearbooks similar to the ones we see today? How are they different?
 - c. What are the characteristics of a good yearbook?
5. Collect yearbooks when finished with your discussion.

Step 3: Explain the Project

1. Project the **MHS Montana 1972 Con Con Yearbook** Google Slides Template on the board.
2. Pass out the **Montana Constitutional Convention Yearbook Project** assignment sheet.
3. Go over the Google Slides Template as you direct students to the various elements of the assignment sheet. *Remind students that if they fill out the Google Slides Template, they will not miss one requirement for this project.*
4. Remind students that they can use their *For This and Future Generations* (2002) worksheets as a secondary source and for background information. If they need additional information, direct them to *Montana: Stories of the Land* [chapter 21](#). Let them know that this source is optional.
5. Remind students what a primary source is. Primary sources that would work well for this project include:
 - a. Magazine and newspaper articles from the time period
 - b. Letters—famous quotes or personal letters
 - c. Photographs
 - d. Political cartoons
 - e. Advertisements
 - f. Government documents
6. To support student endeavors on researching effectively, have them watch Martha Kohl’s excellent video on how to [search the Digitized Montana Newspaper collection](#).
7. Walk them through some of the other online sources, particularly *100 Delegates: 1972 Montana Constitutional Convention* ([page 33](#)

[begins Biographies of the Delegates](#)) and [Documentary History of the Ratification of the Montana Constitution](#) at the William J. Jameson Law Library, to emphasize how many images and other sources are contained within these PDFs. **Teaching Note:** Students who are accustomed to using online search engines expect to find what they need immediately. Since they are not used to conducting research using PDFs, they may need some scaffolding.

8. Explain that reference citations are needed for any information obtained outside the video as well as any primary sources used.
 - a. Remind students of your school’s format of choice (APA, Chicago, MLA, etc.)
 - b. Also remind them that plagiarism is a serious crime and that they need to make sure they give credit where credit is due. When in doubt, ask!

Step 4: Conduct Research

Teaching Notes: Given the size of the project, expect this task to be completed in 4 to 5 days. Support group learning by encouraging students to divide the workload either by their expertise (according to the *For This and Future Generations* worksheet) or by slides (Person A takes slides 1–10, Person B takes 11–20, etc.).

1. Share the Research Resources list by copying the links to a file your students can access.
2. Encourage students to refer to the rubric frequently while creating their slides. Some ideas to support the use of a rubric:
 - a. Require students to peer review another group’s project and leave notes in the Teacher’s Comments.
 - b. Go over one standard on the rubric and have students rate themselves on their level and why.

- c. Have students fill out the rubric as their final task.

Step 5: Present

1. How these are presented is up to you and the technology you have access to. Some ideas:
 - a. Traditional presentation to the class.
 - b. Published on a classroom site (like Google Classroom) with opportunity for peer feedback. Allow students to edit their own yearbooks after viewing their peers’. See page 26 for Peer Evaluation Worksheet.
 - c. Museum exhibit: Laptops are propped open for various groups to go from table to table and leave “visitor’s notes.”
 - d. Jigsaw groups: Groups go back to their original Home Groups and present their work individually to others in the group.

Step 6: Reflect

1. Have groups grade their own projects using the Self-Evaluation Form.

Montana Constitutional Convention Yearbook Project - 80 Points

Objective: In honor of the 50th anniversary of the Montana Constitution, you are to create a yearbook commemorating this important event. Like any yearbook, this is a review of the major persons, events, and important themes surrounding this historical moment in the state's history.

Students will be able to (SWBAT):

1. *SWBAT analyze and adapt an inquiry process.*
2. *SWBAT analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified, and used.*
3. *SWBAT analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among groups.*
4. *SWBAT analyze the impact of the Montana Constitution, laws, and court decisions on the rights and responsibilities of citizens.*
5. *SWBAT select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana.*
6. *SWBAT identify representative political leaders and philosophies from selected historical and contemporary settings.*
7. *SWBAT analyze the significance of important people, events, and ideas in the history of Montana.*
8. *SWBAT analyze issues using historical evidence to form and support a reasoned position.*

Directions:

Your yearbook needs the following items to be successful:

1. A completed *For This and Future Generations* movie packet to support your team with

information on the Montana Constitutional Convention (MT Con Con).

2. Use of the "MT 1972 Con Con Yearbook" Google Slides Template. This template outlines the necessary components of the yearbook and acts as a guide to support the creation of your digital yearbook. Major themes of this yearbook include:
 - a. The Event—timeline, why they were there, who was there, what they accomplished
 - b. Big Ideas—the major themes/articles that came out of this convention
 - c. VIPs—the key players and hometown heroes of this convention
 - d. Legacy—the short-term and long-term impact of the 1972 Montana Constitution
3. A yearbook is an organized depository of primary sources, and yours should be as well. Examples of items to place in your scrapbook:
 - a. Magazine and newspaper articles from the time period
 - b. Letters—famous quotes or personal letters
 - c. Photographs
 - d. Political cartoons
 - e. Advertisements
 - f. Government documents
4. Each item in the scrapbook should have a caption explaining what is happening and why that item is important.
5. All pictures and information used should be referenced on the final slide of your yearbook creation.

Rubrics are on the next page. Good luck!

MT Standards Rubric for Yearbook/Scrapbook

Student Name:

MT SS Standard	8-7 pts	6 pts	5-4 pts	3-1 pts	Score	Teacher Comments
MCSS.CG.9-12.5. Evaluate how citizens and institutions address social and political problems at the local, state, tribal, national, and/or international levels.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
MCSS.CG.9-12.10. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
MCSS.CG.9-12.11. Analyze the impact and roles of personal interests and perspectives, market, media, and group influences on the application of civic virtues, democratic principles, constitutional rights, and human rights.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
MCSS.CG.9-12.12. Evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international levels.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
MCSS.H.9-12.1. Analyze how unique circumstances of time, place, and historical contexts shape individuals' lives.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		

MT SS Standard	8-7 pts	6 pts	5-4 pts	3-1 pts	Score	Teacher Comments
MCSS.H.9-12.5. Explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
MCSS.H.9-12.6. Distinguish between long-term causes and triggering events in developing a historical argument.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
SS.K12.2 Plan inquiries.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
SS.K12.2 Use sources to gather evidence to develop and refine claims.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
SS.K12.5 Communicate conclusions.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		

____ /80 Total Points

Peer Evaluation of Digital Yearbook for MT Con Con

Student Name: _____

1st Yearbook	
Editors' Names:	
What was your favorite part of this yearbook? Why?	
Name three bits of information that you learned by reading through this yearbook.	1. 2. 3.
What was different in this yearbook compared to yours?	
Overall Grade? A B C D F	
Why did you choose the grade you did?	

2nd Yearbook	
Editors' Names:	
What was your favorite part of this yearbook? Why?	
Name three bits of information that you learned by reading through this yearbook.	1. 2. 3.
What was different in this yearbook compared to yours?	
Overall Grade? A B C D F	
Why did you choose the grade you did?	

Peer Evaluation of Digital Yearbook for MT Con Con

Student Name: _____

3rd Yearbook	
Editors' Names:	
What was your favorite part of this yearbook? Why?	
Name three bits of information that you learned by reading through this yearbook.	1. 2. 3.
What was different in this yearbook compared to yours?	
Overall Grade? A B C D F	
Why did you choose the grade you did?	

4th Yearbook	
Editors' Names:	
What was your favorite part of this yearbook? Why?	
Name three bits of information that you learned by reading through this yearbook.	1. 2. 3.
What was different in this yearbook compared to yours?	
Overall Grade? A B C D F	
Why did you choose the grade you did?	

Peer Evaluation of Digital Yearbook for MT Con Con

Student Name: _____

5th Yearbook	
Editors' Names:	
What was your favorite part of this yearbook? Why?	
Name three bits of information that you learned by reading through this yearbook.	1. 2. 3.
What was different in this yearbook compared to yours?	
Overall Grade? A B C D F	
Why did you choose the grade you did?	

6th Yearbook	
Editors' Names:	
What was your favorite part of this yearbook? Why?	
Name three bits of information that you learned by reading through this yearbook.	1. 2. 3.
What was different in this yearbook compared to yours?	
Overall Grade? A B C D F	
Why did you choose the grade you did?	

Peer Evaluation of Digital Yearbook for MT Con Con

Student Name: _____

7th Yearbook	
Editors' Names:	
What was your favorite part of this yearbook? Why?	
Name three bits of information that you learned by reading through this yearbook.	1. 2. 3.
What was different in this yearbook compared to yours?	
Overall Grade? A B C D F	
Why did you choose the grade you did?	

8th Yearbook	
Editors' Names:	
What was your favorite part of this yearbook? Why?	
Name three bits of information that you learned by reading through this yearbook.	1. 2. 3.
What was different in this yearbook compared to yours?	
Overall Grade? A B C D F	
Why did you choose the grade you did?	

Student Name: _____

Self-Evaluation Form

Directions: Go through the following rubric with your group; circle your proficiency level with the standard and explain why your group deserves this score.

MT SS Standard	8-7pts	6 pts	5-4 pts	3-1 pts	Score	Why does your group deserve this score?
MCSS.CG.9-12.5. Evaluate how citizens and institutions address social and political problems at the local, state, tribal, national, and/or international levels.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
MCSS.CG.9-12.10. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
MCSS.CG.9-12.11. Analyze the impact and roles of personal interests and perspectives, market, media, and group influences on the application of civic virtues, democratic principles, constitutional rights, and human rights.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
MCSS.CG.9-12.12. Evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international levels.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		

Self-Evaluation Form, cont.

MT SS Standard	8-7 pts	6 pts	5-4 pts	3-1 pts	Score	Why does your group deserve this score?
MCSS.H.9-12.1. Analyze how unique circumstances of time, place, and historical contexts shape individuals' lives.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
MCSS.H.9-12.5. Explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
MCSS.H.9-12.6. Distinguish between long-term causes and triggering events in developing a historical argument.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
SS.K12.2 Plan inquiries.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
SS.K12.2 Use sources to gather evidence to develop and refine claims.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		
SS.K12.5 Communicate conclusions.	Advanced Proficiency	Proficient	Approaching Proficiency	Needs Improvement		

Research Resources

These websites are excellent sources of both primary and secondary sources to use in your project.

[Digitized Montana Newspapers Online](#)

[Montana History Portal: 1972 MT Constitutional Convention Exhibit](#)

[The League of Women Voters of Montana and Constitutional Reform](#), from montanawomenshistory.org

100 Delegates: 1972 Montana Constitutional Convention ([page 33 begins Biographies of the Delegates](#))

[Montana History Portal: Last Best Constitution—Montana’s 1972 Constitutional Convention & Constitution: a Video Retrospective](#)

[Supplementary Materials](#) from *In the Crucible of Change*

[Documentary History of the Ratification of the Montana Constitution](#) at the William J. Jameson Law Library

[Montana Constitutional Convention Oral History Collection](#)

[“A People’s Constitution, 1972,” *Montana: Stories of the Land*](#)

Extension or Replacement Activities

Instead of Part 1 (Wordle Warm Up): If short on time and/or your school has restrictions on using technology like Wordle Games, you may want to show some of the local networks' reports on the fiftieth anniversary celebration of MT Con Con and have students write reflective questions to research further into this event. Some easily accessible links are found here:

[KTVH](#)

[KPAX](#)

[KBZK](#)

Kahoot Warm Up: Another tech option for warming up students is a Kahoot! quiz that goes over the main ideas of the Montana Constitution. You can find that [Kahoot! quiz here](#).

Part 2 Extensions (Analyzing the Preamble): The University of Montana has an excellent website on the history and legal legacy of the Montana Constitution.

Their Preamble web page includes all of the suggested preambles made by various delegates at the convention. Some classroom ideas:

Have students read through these and vote on the preamble they like best, with an explanation as to why this particular one would be best for Montana.

Have students use the preambles as a springboard for writing their own preambles, in pairs or groups, for either the Montana Constitution or a Montana history class preamble. Students then can vote to adopt the preamble of their choosing.

Instead of Part 3 (Video Jigsaw Activity):

Watch ***For This and Future Generations*** as a whole class. The documentary is 57 minutes long, which means it could be watched and the worksheet filled out individually in a typical class period.

Watch a shorter video on the convention. If you have time constraints and are not inclined to have your students create the digital yearbook, another great video selection that covers the convention in 23 minutes is *Montana Mosaic #8: [The Quiet Revolution](#)*. The MHS User Guide created for this video can be found [here](#).

Read about the constitution. The Montana Historical Society's textbook [Montana: Stories of the Land's Chapter 21](#) contains much of the information presented in this documentary. Depending on classroom needs and time, reading and outlining this chapter could serve as a substitute activity that would support success for the final assessment, the Montana 1972 Con Con Yearbook.

Instead of Part 4 (Creating a Con Con Yearbook):

This final assessment is quite comprehensive and takes several class periods to finish. Here are some other ideas that are in the same spirit as this project but may suit your technology needs or time frame better:

- Biographies on delegates/hometown heroes: Have individuals or groups create a poster board presentation celebrating major leaders or "hometown heroes" from the event to share with the larger group.
- Collective product: Have groups choose one theme from the Montana Constitutional Convention (right to know, clean and healthful environment, etc.) and create a collective piece (i.e., Google Slides presentation, museum artifact, poster board presentation, etc.) to share with the larger group.
- Newscasts celebrating or reflecting on the constitution: Using the newscasts mentioned in the Warm Up Extension as an example, create a newscast or newspaper article reporting on the major features and impact of the Montana Constitution.

Additional Extension Activities and Resources

IEFA: OPI has created a fantastic [IEFA lesson](#) plan that explores the Indian perspective on the Montana Constitution. Additionally, these IEFA lesson plans explore how this document supports the history, heritage, and rights of Montana natives.

Find additional activities and supplementary materials on the [Educator's Resource Page](#) that the Montana Historical Society created to accompany [Chapter 21](#) of the textbook [Montana: Stories of the Land](#).

Content Standards

SS.K12.2 Plan inquiries.

SS.K12.2 Use sources to gather evidence to develop and refine claims.

SS.K12.5 Communicate conclusions.

MCSS.CG.9-12.5. Evaluate how citizens and institutions address social and political problems at the local, state, tribal, national, and/or international levels.

MCSS.CG.9-12.10. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

MCSS.CG.9-12.11. Analyze the impact and roles of personal interests and perspectives, market, media, and group influences on the application of civic virtues, democratic principles, constitutional rights, and human rights.

MCSS.CG.9-12.12. Evaluate citizens' and institutions' effectiveness in ensuring civil rights at the local, state, tribal, national, and international levels.

MCSS.H.9-12.1. Analyze how unique circumstances of time, place, and historical contexts shape individuals' lives.

MCSS.H.9-12.4. Analyze multiple, and complex, causal factors that have shaped major events in US and world history, including American Indian history.

MCSS.H.9-12.5. Explain events in relation to both their intended and unintended consequences, including governmental policies impacting American Indians.

MCSS.H.9-12.6. Distinguish between long-term causes and triggering events in developing a historical argument.