

Havre Public Schools
Sixth Grade Montana History

Course Information:

Topic: Montana History
Grade Level: 6
Length: Year
Period/s Per Day: 1 period, 46 minutes

Essential Understanding:

Montana History is a requirement that all students must pass. This course is a study of map skills and Montana history. This course will include the review and extension of map skills and the study of the geography, history, people, and current affairs of Montana. The course covers the Precambrian Era through Montana gaining statehood in 1889.

Course Objectives and Expectations:

This course includes grade level reading of complex texts including primary sources and secondary sources. Grade level writing in the form of informative essays, summative writing, and persuasive letters will be incorporated.

Student Objectives:

- I can defend an argument based on factual information with source references
- I can analyze historical events and develop opinions based on a variety of sources.
- I can summarize a passage of text identifying the main idea and supporting evidence.
- I can make predictions based on titles, illustrations, pictures, and previously learned content.
- I can support my thesis statement with evidence from a variety of resources.
- I can compare and contrast text, video, and illustrations from a variety of sources.
- I can explain and make inferences from information from a variety of resources.
- I can formulate an advertisement to persuade.
- I can innovate new ways that problems may have been solved during the time period I am studying.
- I can analyze and make inferences about photographs from a variety of sources.
- I can read and analyze a variety of maps of Montana.
- I can identify and describe the forces that changed the land of Montana.
- I can identify, compare, and contrast information differentiating the three different regions of Montana.
- I can compare and contrast Montana and differing technologies used during the Early, Middle, and Late Periods.
- I can make predictions about and analyze artifacts.
- I can analyze and explain the importance of the buffalo to the Native American people.

- I can complete a multi-paragraph expository essay to describe and explain three types of archaeological evidence found in Montana.
- I can explain reasons for early European explorations and will identify and describe early Montana explorers.
- I can identify what “Manifest Destiny” was and evaluate its effects on the settling of the WEST.
- I can analyze the short term and long term effects the fur trade had on the Native American people including their involvement in the fur trade.
- I can explain the short term and long term effects of the fur trade in North America including on the economy.
- I can describe the American fur companies of the region and will evaluate the effect steamboats had on expanding the fur trade.
- I can analyze a variety of sources to write an informational letter citing evidence from the sources to support my position.
- I can identify three major gold strikes in Montana. I will evaluate the short term and long term effects of the gold rush on the people, the land, and the economy.
- I can compare and contrast requirements to be a territory versus a state. I will explain how Montana became a state.
- I can identify and describe placer and quartz mining and how each is done. I will compare and contrast placer mining and quartz mining. I can analyze the impact of the “boom and bust” economic cycle on the people of Montana.
- I can identify, describe, and evaluate the struggles immigrants faced when coming to Montana during the Gold Rush time period.
- I can identify and explain how Montana’s economy changed during the time period from 1700 to 1904. I can compare and contrast the effects of different eras on the economy of Montana.
- I can describe the lives of children living in the mining camps. I will formulate a journal entry about life in mining camp as if I were a child living in that camp during this time period.
- I can identify, describe, and evaluate why the government needed treaties with the Native American tribes and how the treaties changed Montana history.
- I can evaluate and chart the main components and problems of major treaties.
- I can explain and evaluate how the Euro-American and Indian cultures collided during the mid-1800’s.
- I can describe and contrast the shifting strategies of defense and survival during the 1870’s.
- I can describe what drew ranchers to the Montana Territory and explain the effects on the Native Americans people.
- I can describe and evaluate the struggles that faced open range cattle ranches and the people who came west. I can explain how the people and cattle ranches overcame these struggles.

- I can describe the life of a cowboy. I can explain the job of a cowboy and evaluate how they overcame the hardships of this type of life.
- I can explain the causes and effects of the railroads coming to Montana and analyze the impact of the railroad on life and the economy in Montana.
- I will evaluate the life of a famous person from Montana by using a variety of sources to research in order to create a presentation about their life and contributions to Montana.
- I can formulate an advertisement to persuade settlers/immigrants to come to Montana.
- I can explain and evaluate Montana's journey to statehood.

Pacing and Pertinent Montana Content Standards:

Quarter 1	Standard	Technology
Unit I		
Back Through Time - Precambrian Era-1820	MCSSS 1-4,6 MCSELA 1-2, 4-9	MTCS 1-4
Quarter 2		
Unit II		
Century of Transformation- 1820-1893	MCSSS 1-6 MCSELA 1-9	MTCS 1-4
Quarter 3		
Unit III		
Century of Transformation- 1850-1887	MCSSS 1-6 MCSELA 1-9	MTCS 1-4
Quarter 4		
Unit IV		
Century of Transformation 1881-1904	MCSSS 1-6 MCSELA 1-2, 4-9	MTCS 1-4

Course Outline and Assessments:

Unit I: Back Through Time-Precambrian Era-1820

- Montana: Where the Land Writes History
- People of the Dog Days
- From Dog Days to Horse Warriors
- Unit I Assessments- Multiple Choice and Essay Tests, Ecological Regions Poster

Unit II: Century of Transformation- 1820-1893

- Newcomers Explore the Region
- Beaver, Bison, and Black Robes

- C. Montana's Gold and Silver Boom
- D. Unit II Assessments- Multiple Choice and Essay Tests, Multi-Paragraph Essay

Unit III: Century of Transformation -1850-1887

- A. Two Worlds Collide
- B. Livestock and the Open Range
- C. Unit III Assessments- Multiple Choice and Essay Tests, Performance Task Persuasive Letter

Unit IV: Century of Transformation -1881-1904

- A. Railroads Link Montana
- B. Politics and the Copper Kings
- C. Unit IV Assessments- Multiple Choice and Essay Tests, Railroad Advertisement Poster

Timeline:

Unit I: Back Through Time-Precambrian Era-1820	9 weeks
Unit II: Century of Transformation- 1820-1893	9 weeks
Unit III: Century of Transformation -1850-1887	9 weeks
Unit IV: Century of Transformation -1881-1904	9 weeks

Resources:

Holmes, Krys. (2008) Montana Stories of the Land. Far Country Press: Helena

Montana Stories of the Land Online Resources

Stories Of The Land

Montana Content Standards for Social Studies

K-12-Content Standards-Social-Studies

Montana Content Standards for English Language Arts

K-12-Content Standards-Social-Studies

HPS Technology Curriculum: HPS Technology Curriculum