

## ***Local History***

Grade Level:	9-10-11-12
Length:	1 Semester
Period(s) Per Day:	1
Credit:	2
Credit Requirement Fulfilled:	Native American Studies

## ***Course Description***

This is a course that is designed to give a student an understanding of the History and Culture of the people of the local area. The student experience will include reading, writing, listening, discussion, and research.

## ***Theme Samples***

- local battles
- Fort Assiniboine
- homesteaders, sheep men, stockmen
- Jim Hill and the development of the railroad, Cyprus Hills and Cow Island Trail
- early towns-how they received their name, their location and present status
- development of the Bull Hook Bottoms into the town of Havre
- Honky Tonk time
- gold strikes in our area - stress Little Rockies
- development of Hill County
- churches of Havre and surrounding area
- health care in Hill County
- education - public and private schools - MSU-Northern
- local government - structure - operations
- unit on Oral History - saving oral history for the future
- discuss the impact of the local area on the development of Western Canada

## ***Course Objectives and Expectations***

- Students will understand how geography helped to shape the culture of our area.
- Students will learn where the major cities and physical features of the area are located.
- Students will gain a new vocabulary associated with the local areas unique features, problems and assets.
- Students will take notes in that are helpful in remembering and in preparing for tests.
- Students will gain a pride in themselves and the uniqueness of our local area.

### ***Course Outline***

- Study Skills
- Fort Assiniboine
- Early People
- Stockman
- Lewis and Clark
- Railroad
- Fur Trade
- Early Havre
- Essential Understanding of American Indians

### ***Pacing***

Throughout the course  
2 weeks  
3 weeks  
2 weeks  
3 weeks  
2 weeks  
2 weeks  
2 weeks  
Throughout the course

### ***Course Activities***

Learning activities include lectures, question and answer sessions, discussions, small group activities, library work, and map activities.

### ***Montana Standards for Social Studies***

Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

#### **Benchmarks:**

1. Interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).
2. Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population).
3. Assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution).
4. Analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).
5. Select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.
6. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources).
7. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches).

Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

1. Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.
2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other.
3. Apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.
- 4a Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world. 4b analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.
5. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.
6. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).
7. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).

Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

Benchmarks:

1. Analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems.
2. Use basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and

contrast local, regional, national, and global economies across time and at the present time.

3. Assess the costs and benefits to society of allocating goods and services through private and public sectors.

4. Compare and contrast how values and beliefs influence economic decisions in different economic systems.

5. Explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies).

6. Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world (e.g., international trade, space exploration, national defense).

Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks:

1. Analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity.

2. Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.

3. Analyze the impact of ethnic, national and global influences on specific situations or events.

4. Evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).

5. Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world.

6. Analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, globalization).