

Connecting Past to Present Tentative Outline

Intro - Martha and Cynthia (How to utilize the past to talk about the present)

Inspiration for this PIR - *Held vs State of Montana*

- Resources:
 - [Stories of the Land, Chapter 21](#) - great sections on the Constitutional Convention, particularly about the clause on a “clean and healthful environment”
 - [State Constitution](#) - Compare the Declaration of Rights (MT) to the US Bill of Rights - Venn Diagram
 - [Con Con](#) Lesson Plan
 - [Who is Held?](#) One of several articles on the case - lots of resources for science/civics/social studies
 - Videos of the Case
 - Argument Wars - iCivics videogame on famous Supreme Court cases
 - [Interview with Rikki Held](#) - Radio interview c. 5:00 minutes
 - [Update on current case status](#)
 - Suggested writing prompt - We are often told that “kids” can’t be political because they can’t vote. Perhaps this is a way of preventing students from using and developing their voice in a way where they realize they can change their surroundings through organization and advocacy. What issues in our school, community, or state need to be addressed with a student or young adult perspective? Why do adults in politics need to hear from citizens who can not yet vote? Please go beyond answers we often hear, like “pick up trash.”

Strategies to Consider with MHS Resources

Chronicling America

Create a Lesson on Current Events (Find articles pertaining to event in MT and US History/Current Events topic theme and see what was said about it)

- Elementary Example: Bigfork’s Bridge Street Bridge’s [Closure](#)
- Middle/High School Example: Confederate Memorial to the [Equity Fountain](#) in Helena

Newspaper Elements - [Lesson Plan from MHS](#)

- Extension Idea: 25 years ago, 50 years ago, 100 years ago
 - Students choose a general topic/area of interest/element of the paper and talk about it by a variety of means
 - [PERSIAN](#) would be great for this!
 - Examples: Economic Lesson on prices and inflation or Advertizing, Compare and Contrast Writing Styles, Looking at Ads for gimmicks to persuade, Political Ads/Opinion Pieces
- Front Page Comparisons - MT Newspapers vs National Papers for major events (Election of 1877? First day of the new century 01/01/1900)

Renewed Interest in Indian/Blackfeet Culture thanks to Lily Gladstone and success of *Killers of the Flower Moon*

Dylan: Repatriation for Child Victims of Boarding Schools

- [Missoulain Article](#) (with short video)
- [List of names \(with updates\) of Carlisle repatriations](#)
- [Haskell Indian Institute Graveyard](#) (names, dates, tribal affiliations)
- [Boarding School Healing website](#) - great resource with maps and stories and current events
- [More than 200 unmarked graves at Kamloops Indian School](#) - a good article on genocide and denialism
- [More than 750 unmarked graves at Marieval Residential School](#)

- [CNN article on repatriation](#)
- [YouTube News video](#) (3 minutes)
- [Stories of the Land Chapter 11](#) (start at page 222) - check out the primary sources available
- [Carlisle Indian School Resource Page/Website](#)
- [Luther Standing Bear \(Lakota\) on choosing a “white” name](#)
- [School Days of an Indian Girl by Zitkala Sa \(Yankton Dakota\)](#)
- Books to Check out: Boarding School Seasons by Brenda Child ([video interview](#)) - her third chapter is called “Illness and Death” - in the opening paragraphs she explains why boarding schools were conducive for spreading diseases like TB, measles, mumps, influenza, and meningitis. Poor food, overcrowding, bad ventilation, stress/trauma all contributed to disease’s spread.

Additional Resources

- Compare and Contrast Narratives: [Osage Murders](#) and the [Marias Massacre](#) ([Lesson Plan](#))
- Current Conversation on Indian Artifacts in the Museum - [Emma’s Dress](#) at Missoula
 - Look up artifacts from [MHS](#)
 - Report findings back to Class
 - Maybe construct a “Day in the Life of...” narrative?
- Oil vs Coal: Mining Sacred Ground [Lesson](#)

Boom Town to Zoom Boom

Child Narratives: [Mary Ronan](#) vs Today (Lesson Plan for [Mary Ronan](#))

Montana Census: [1900](#) vs [2020](#) (Boom part could be comparison to [2010](#))

Footlocker: [Gold, Silver, and Coal, Oh My!](#)

What would you bring? [Lesson Plan](#) and then extension it to modern times (Zoom Boom)

Letters vs Instagram (Learning from Historical Documents Letters from “Montana: Stories of Land” - [Chapter Six](#))

- Students read and dissect primary source letters
- Create their own “letters from home” with mock up of [Instagram](#) Account and Page

General Interest

- Dylan: William A. Clark - Dark Money and Politics
 - [Stories of the Land Chapter 10, particularly pages 192-197](#)
 - [A brief statement from Governor Bullock’s Office \(2020\)](#)
 - [Big Sky, Big Money \(Frontline Doc\)](#)
 - [Daly Mansion Virtual tour](#)
 - [C-SPAN lesson plan and clips on Campaign Finance](#), Citizens United, “Dark” Money
 - PBS also has a POV 90-min documentary called “Dark Money” - focuses on Montana
 - Prompts for this lesson can include questions on whether money is speech, how much influence should we allow corporations to have, and the importance of transparency in political speech and donations (consider Montana’s Declaration of Rights and the importance of knowing and having access to information)
- Montana [Artifacts](#) - Students examine and then create their own artifacts for a time capsule (great lesson in historical context) [MHS Book](#)
- [Oral History](#) Projects - [Mini Footlocker](#)
- Hidden Stories - [Montana’s Black Past](#)
- Women’s History: Montana Women at Work - [Clothesline Activity](#) (Research and add to update to 2020s)
- Women’s History: [Women and Sports](#)
- [VTS](#): Photographs and AI concerns
- Political Process: [Montana’s State Flower](#) or Footlocker on [Dino Voting](#)

- Montana Historical Society's [Digital Vault](#): Fun to look at Montana experience through artifacts
- [Structured Academic Controversies](#) (SAC) are excellent for students to learn about controversial topics!
- [Reverse Image Search](#) - Valuable tool for researching

Open for sharing lesson plans/ideas with each other