

Community Civics through Historical Inquiry

Public History Project

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| Name | <i>Kali Zaglauer</i> |
| School | <i>Bonner School (6th Grade)</i> |
| Community Partner | <i>Cheryl Hughes</i> |
| Community Partner's Organization | <i>Bonner Milltown History Center and Bonner School</i> |
| Projected Dates | <i>August 30, 2024- December 1, 2024</i> |
| Title | <i>"Timberjack and Bonner: Then and Now"</i> |
| Overview | <i>With this project of NCHE, we are planning a Community wide celebration of a movie made in our neighborhood in fall of 1954- now 70 years ago. The movie "Timberjack" is a little-known 1950's Western film that was captured near Bonner, Polson and Glacier National Park, Montana in 1954. The Big Blackfoot River is the Backdrop of Bonner, Montana and one of several Montana sites used to tell the story of the 1954 film, "Timberjack." Hollywood's Republic Studios came to this remote area of western Montana to make the film based on a book written by a University of Montana graduate, Dan Cushman. Though Cushman set his original story in Canada, the theme of timber harvesting archrivals competing to control the local spur railroad made this variant western Montana location perfect. Early on, the Blackfoot river was the best means of transporting logs downstream. There were originally two main logging camps above the Anaconda mill in Bonner. This site is the setting for the struggles of the timberman and the lumber industry amplified in the movie, "Timberjack."</i> |
| Essential or Investigative Question | <i>How does the movie Timberjack reflect the history and culture of Bonner, Montana both then and now?</i> |
| Audience | <i>Bonner School is a K-8 school, Bonner parents and faculty, the Bonner community, the larger Missoula county community</i> |
| Grant Goals | <i>Include the grant goals which apply to your project: What is rural America? How have rural places shaped the history of the nation? How has our geographic, social, economic, and political landscape changed over time? What different perspectives are there on those changes and on the benefits and costs of those changes?</i> |
| Student Objectives | <i>Student objectives along with any additional objectives specific to your project: Investigate local and regional histories deeply. Connect own histories to the larger human experience. Identify cultural impacts of <i>Timberjack</i> movie.</i> |

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| Implementation | September 6, 2024 | Field trip of 40 6th Grade Bonner Students to Ft. Missoula Historical Museum. Review the extensive primary source documents held re the history of TIMBERJACK. Also see major pieces of Bonner history i.e. the logging Shay, Bonner Trolley car circa 1920 and boxcars turned into Library that come from Bonner Community. The collection of movie memorabilia is extensive and we will use some of it at the school for both research and for our Community exhibition. This is the link for the Bonner Museum Collection that is stored at the Ft. Missoula Historical Museum. We have permission to use any and all to do this project. https://docs.google.com/spreadsheets/d/1VHsz2TskJ2R_ae-hHveL173IGq5QsXYF/edit?gid=541327948#gid=541327948 |
| | September 12 | A Montana History Portal representative instructed students on how to use the portal to find resources. |
| | September 13 | Kali, Cheryl and Museum Volunteers meet with Mr Huisken and his students in the classroom to brainstorm project ideas for public presentation in mid to late November; Each student will create a project of outcome of their study of primary source documents they investigate. |
| | September 21 | Oral History offerings for students given by Bonner Museum elder Population. Students begin to interview and record the histories of museum members who were students and viewers of the time and period of the Timberjack time period. |
| | September 21-30 | Project work continues |
| | All the month of October work continues | Kali, Cheryl, Kim and others assist students in research of individual projects- Public program of the students work will be presented in program at school community room in mid to late November of 2024 |
| | November 2024 | Public program - parents and community will be invited to the school for students to describe the research about the Timberjack time period. |
| February 4, 2025 | Premier of Timberjack at the local theater. Teachers, students, and the community at large will be invited. | |

Standards Addressed in the Population

Montana Reading Standards for Literacy in History/Social Studies 6–12

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| | <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Montana Writing Standards</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| <p>LOC Resources & TPS Album</p> | <p>Cheryl Hughes created this collection as a beginning source of photographs for our project on Montana History Portal. https://www.mtmemory.org/nodes/view/116032?fbclid=IwZXh0bgNhZW0CMTAAAR3BV1h5zsAuvr7v97MAJBcD1r-jmg_ROv_s6oQVnLI-U25kQj88Pv3PnMQ_aem_62W3qLmWhT31oyiQuL-TdA</p> |
| <p>Procedures</p> | <p><i>See above</i></p> |
| <p>Assessment/Final Culminating Product</p> | <p>Students are going to complete various projects relating to the Timberjack with the intention of being displayed at the school. These projects will include oral history interviews, primary source projects from LOC website, and presentations with visual aids. The Timberjack premiere anniversary will coincide with these projects, and a premiere will be held at a local historic theater for students, parents, and community to attend.</p> |
| <p>Reflection</p> | <p>Students can prepare an explanation of the journey of completing their individual projects.</p> |