
Vocabulary

- **1895 Agreement** – In 1895, the Blackfeet Indians and representatives of the United States agreed that the United States could purchase land from the tribe. This agreement was ratified (made official) by Congress in 1896, and the land eventually became the eastern half of Glacier National Park. Not all of the Blackfeet signed the agreement, however, and members of the tribe have disputes with the U.S. government concerning certain provisions (conditions) within the Agreement. See “Ceded Strip.”
- **Agricultural activities** - Related to producing crops or livestock and other domestic animal products for sale or use.
- **Allotment** - Something given out in portions.
- **Alpine Meadow** - Type of habitat above tree line with short summers, long winters, and composed mainly of grasses and wildflowers.
- **Avalanche** - A large mass of snow or ice that suddenly falls from a mountain slope.
- **Bergschrund** - A deep crack near the head of a mountain glacier.
- **Bison (buffalo)** - Bison are part of the family Bovidae, to which Asian buffalo, African buffalo and domestic cattle and goats belong. Because American bison resembled in some ways old world buffalo (Asian and African buffalo), early explorers to North America began to call them buffalo. The name buffalo is still used interchangeably with bison.
- **Blackfeet** – The Blackfeet are a group of tribes in the United States and Canada, including the Piegan/Pikuni, Blood/Kainai, Blackfoot, and Siksika. Today these bands or tribes have reserved lands in Montana and Canada, but recently their historical homeland included northern Montana east of the Continental Divide and south-central Alberta. Many Blackfeet tribal members have been part of Glacier Park’s activities since its beginning. The land now in the park is very important in the history and culture of the Blackfeet, and certain places, such as Chief Mountain, are sacred to the tribe.
- **Botanist** - A person who studies plants.
- **Carnivore (carnivorous)** - An organism that eats other animals. A meat-eater.
- **Ceded Strip** – This term is used for the land that the Blackfeet sold to the United States in an 1895 agreement, and which now forms Glacier National Park. To “cede” means to give up possession of something. In this case, it meant giving up both possession and occupation of the mountainous region that later became Glacier Park. The 1895 Agreement specified that the Blackfeet would be permitted continued use of the area for hunting, gathering timber, and other needs, and that reserved tribal lands would not be allotted (divided among tribal members). The United States has not upheld this portion of the agreement, and to this day it remains a point of contention (disagreement) between the Blackfeet and the U.S. government.
- **Ceremony** - The procedures and activities performed at a formal occasion.
- **Civilian Conservation Corps (CCC)** – In the 1930s, the United States was in the middle of the Great Depression and many Americans were out of work. President Franklin D. Roosevelt implemented a plan to get Americans working. One part of this plan was the government-run Civilian Conservation Corps, modeled after the U.S. Army. Many young and middle-aged men joined. The CCC camps were stationed throughout

Vocabulary Continued

the country, but mostly in the West. From 1933 until 1942, CCC workers in Glacier Park cleared trails, built roads, repaired park buildings, built lodging for the tourist business, and shoveled snow off roofs. Park administrators designated the main projects the CCC men worked on, but the CCC ran its own camps, was responsible for its own food, cooking, and lodging, and carried out its own disciplinary measures, following the army model. The CCC was discontinued when the U.S. entered World War II in December 1941, because many of its enrollees joined the military.

- **Col** - A notch cut in a divide where glaciers have bitten into it from both sides. Logan Pass is an example.
- **Concessionaire** – A concessionaire (now often referred to as a “concessioner”) is a person or entity who is given permission to operate a business in a national park or at another location or event. For example, in Glacier National Park, concessionaires include the companies that own and operate hotels, tour guides, fishing guides, backcountry camps, and so on. These concessionaires pay a certain amount of money to the park in order to operate their businesses within the park.
- **Conifer** - A cone-bearing tree or shrub.
- **Confluence** - The junction of two rivers.
- **Conservation** – The idea or process of limiting the use of resources. National parks are established to conserve areas of natural beauty or uniqueness, thereby limiting the amount and kinds of development in these areas. Conservation of natural assets sometimes conflicts with recreation, another purpose of the national parks.
- **Course (of a river)** - The path or channel the water moves through.
- **Crevasse** - A deep open crack in a glacier.
- **Deciduous** - Shedding leaves annually.
- **Delta** - A mass of sediment deposited at the mouth of a river. They form when rivers flow into a body of standing water (sea or a lake) and deposit sediment.
- **Descendant** - Someone who is related to a person or group of people that lived in the past.
- **Dialect** - A regional variety of a language.
- **Disturbance** - The state of being interrupted, or changed in condition temporarily.
- **Drainage** - A natural or artificial removal of water from a given area.
- **Drumlin**- An extended, oval hill of compacted sediment deposited and shaped by a glacier.
- **Ecosystem** -A group of interconnected parts, formed by the interaction of a community of organisms with their environment.
- **Elevation** - Height above a given level, especially sea level; altitude.
- **Environment** - All of the surroundings of a living organism are considered its environment.
- **Eskers**-A long, narrow, steep-sided ridge of coarse sand and gravel deposited by a stream flowing in or under a melting sheet of glacial ice
- **Ethnographer** – An anthropologist who records the cultural characteristics of a group of people, such as a tribe or ethnic group. The job of an ethnographer is to create a description of the culture, historical culture, beliefs, and activities of the population being studied. In the nineteenth century and early twentieth century, many Euro-Americans

Vocabulary Continued

- were convinced that American Indians were going to become extinct, so anthropologists felt they needed to observe and record the cultural and spiritual customs of American Indian tribes before they were lost forever. As late as the 1930s, the Blackfeet Reservation and Glacier National Park attracted many professional and amateur ethnographers who believed they were witnessing the last of a “vanishing race” (see “Vanishing race”).
- **Excavates** - Make a hole by digging.
 - **Expand** - To spread or stretch out, get bigger.
 - **Fold** - A bent or curved rock surface resulting from compression or opposing forces acting on the rock layers.
 - **Forest Reserve** - Area of forest set aside and preserved by the government.
 - **Freeze** - To change into a solid because of a loss of heat.
 - **Fungi** - Consumer organism that decomposes living and dead organisms by digesting their tissues and absorbing the nutrients they contain; Mushrooms and mold are examples. They are spore producing organisms of the Kingdom Fungi. Singular form is “fungus.”
 - **Future Generation** - Any people born after you.
 - **Genus** - In taxonomic classification, this category is above species and below family, and is written with a capitalized Latin name.
 - **Glacial Trough** - A U-shaped valley formed through glaciation with steep sides and a flat bottom similar to a bathtub shape.
 - **Glaciation** - The process, condition, or result of being covered by glaciers or ice sheets.
 - **Glacier** - A body of ice (created when snow crystals change under pressure) flowing on a land surface; A body of ice that flows under its own mass due to gravity.
 - **Habitat** - A plant or animal’s home.
 - **Hanging Valley** - A shallow valley carved by a small glacier (once connected to a larger valley glacier), so the elevation of the valley floor is “hanging” high above the elevation of the valley floor carved out by the larger glacier.
 - **Harvest** - The time of year when crops are mature and ready to be gathered and stored.
 - **Herbivore (herbivorous)** - Animals that eat only plants.
 - **Ice Patch** - Accumulations of windblown snow in alpine and subalpine areas that have existed for thousands of years.
 - **Indigenous** – Original to a particular place. Indigenous people, for example, are the people who were here before Europeans arrived and who have origin stories that tell of their cultural beginnings here. The term “indigenous” can also be used for other kinds of life, such as plants and animal species native to this continent. Sometimes the word “native” is used to mean “indigenous,” as in the case of Native Americans. Native literally means “born to,” so it is not quite the same as “indigenous.” (Pronounced – “in-DIJ-en-us.”)
 - **International Peace Park** – The Waterton-Glacier International Peace Park was established in 1932 to honor the peaceful international relationship between Canada and the United States. The Rotary Club was instrumental in creating the Peace Park, which acknowledges the contiguous (uninterrupted) ecosystem of the two joined parks.
 - **Kettle lakes** - Small pond formed where a block of ice buried by glacial

Vocabulary Continued

deposits melts, leaving a hole. The plains east of Waterton Glacier Park are liberally dotted with kettles.

- **Kootenai (Kutenai, Kutenay)** – The Ktunaxa people, referred to by neighboring tribes as the “Lake People” or “People Who Walked Out of the Forest.” The Kootenai origin story tells that the tribe originated in the Tobacco Flats region around northwestern Glacier Park. The Kootenai are perhaps the longest continuous inhabitants of northwestern Montana, southeastern British Columbia, and northern Idaho. Ancestors of today’s Kootenai people were familiar with the park and its geographic features, as this was a much-used landscape for them. The 1855 treaty designating the Flathead Reservation removed the Kootenai from the Glacier region, although many Kootenai continued to use the area for traditional purposes.
- **Maltese Cross** - Associated with the Knights of Malta, it has four equal arms that get wider as they go out from the center.
- **Meanders (of a river)** - The winding curves or bends in a river.
- **Medicine Lodge** - A special tipi used for religious ceremonies.
- **Metis** - A person of mixed American Indian and Euro-American ancestry.
- **Moraine - (lateral, medial, terminal)** - A ridge-like accumulation of debris deposited by glaciers. Lateral is deposited on the side. Medial is in the middle and terminal is at the endpoint or furthest extent of the glacier.
- **Mountain** - An area of land that rises to a peak or summit, and is higher than a hill, usually more than 2000 feet high.
- **Mountain Pass** - A route through the mountains that is lower than the surrounding peaks.
- **Mountain Range** - A group of mountains located close together with the similar form, size, and age.
- **Mouth of the river** - The end of a river, where it flows into an ocean, lake or wetland.
- **Mushroom** - The fruiting body of a fungi or any fungus.
- **National park** – The idea of a national park—a place where the natural environment could be preserved for the enjoyment of the people—began in the mid-1800s. Several individuals, including naturalist John Muir, President Theodore Roosevelt, and National Park Service founder Stephen Mather, contributed to the creation of national parks. Today, national parks in the United States encompass more than 84 million acres. To learn more about our national parks, visit this PBS website at <http://www.pbs.org/nationalparks/> or obtain a copy of Ken Burn’s history series “The National Parks—America’s Best Idea.” A very short video clip about Glacier Park from the series can be viewed online at <http://www.pbs.org/nationalparks/watch-video/#805>.
- **Native Plant** - A plant that occurs naturally, and has existed for many years in an area.
- **Naturalist** – A person who studies nature. In Glacier, naturalists studied and documented the natural phenomena of the park, such as its glaciers, geological formations, plants, and wildlife. These scientist-naturalists also taught park visitors about the natural aspects of the park. Morton J. Elrod, who wrote guidebooks on Glacier’s natural history, was one of Glacier’s earliest naturalists. You can read more about Morton Elrod in the “Amazing Montanans” biography in this footlocker.
- **Nectar** - A sugary liquid made by plants, especially inside flowers, that

Vocabulary Continued

- attracts insects and other animals. It is collected by bees to make into honey.
- **Omnivore (omnivorous)** - An animal that eats both plant and animal material.
 - **Oral history** – An oral history is a historical account recorded in the memories, legends, stories, songs, art, and languages of people who did not create written histories. Oral histories are passed from one generation to the next and are as valid as written histories. Indigenous languages are the key to the survival of oral histories, as they can seldom be translated accurately into other languages. Kootenai oral histories tell of times when ancient animals such as woolly mammoths lived on this earth, indicating that the tribe’s inhabitation in this region is indeed very long.
 - **Origin story** – An origin story is a people’s account of their own creation and beginning. For example, the origin story of the Kootenai tribe tells that they “woke up” (were created) at what we now call Tobacco Flats, along the Kootenai River. Origin stories are part of tribes’ oral histories. They do not always concur (agree) with archaeological or academic theories about the origins of humankind, or human migrations. However, this does not mean that such stories are not true or do not have value and importance.
 - **Outwash Plain** - A large area of glacial sediment deposited by meltwater streams.
 - **Peak** - Top of a mountain.
 - **Pend d’Oreille** – The Pend d’Oreille are relatives of the Salish. Their ancestral homeland includes northwestern Montana. Today the Pend d’Oreille tribes have reservations in Idaho and Montana (where they share the Flathead Reservation with the Salish and the Kootenai). Glacier National Park remains an important place in the culture and history of the Pend d’Oreille. (Pronounced “pon-dor-RAY.”)
 - **Phenomena** - Something that can be observed by the senses but may be difficult to explain.
 - **Pigments** - A substance used to make a certain color.
 - **Plains Culture** - Refers collectively to the similarities associated with the various American Indian peoples occupying the Great Plains of the North American continent (most of the center).
 - **Plateau (Plateau Culture)** - Refers collectively to the similarities associated with the American Indian peoples inhabiting the high plateau region between the Rocky Mountains and the coastal mountain system of the North American Continent.
 - **Pollen** - The fine powdery material from the male reproductive parts of plants.
 - **Pollination (pollinator)** - The way “pollen” from the male part of a flower gets to the egg in the female part of a flower to form a seed. The insect, bird, or organism that moves the pollen is the pollinator.
 - **Prefix** - Letter(s) added to the beginning of a word to change its meaning.
 - **Pristine** – To be “pure” or “untouched.” Pristine is often used to describe Glacier’s beautiful environment. That is not completely accurate. During the era when Glacier Park was established, Euro-Americans imagined that the landscape was unused by humans and overlooked the ample evidence that showed the area’s indigenous inhabitants had lived, hunted, fished, traveled, fought, held ceremonies, and harvested plants here for

Vocabulary Continued

many centuries. Perhaps it is because the environment was unpolluted and sparsely settled that newcomers perceived it as “pristine,” because by this time much of the U.S. was already deforested, developed, and contaminated with pollutants.

- **Proboscis** - The mouthpart of an insect used for sucking.
- **Pronunciation** - The way of saying a word.
- **Protocol** - A standard procedure or way of doing things.
- **Recreation** – A national park is managed to meet several objectives. One objective is recreation, such as hiking, climbing, sight-seeing, fishing, and enjoying the outdoors. Trails, lodging, transportation systems, tour services, and interpretive programs contribute to the recreational possibilities of a national park, but because such developments impact the environment, recreation often conflicts with the goal of conserving natural areas.
- **Re-crystallize** - To form crystals again.
- **Reproduction** - How living things have offspring.
- **Rifting** -The process by which the continental lithosphere (Earth’s crust and upper mantle) stretches.
- **River source** -Headwaters or original point where the water starts to flow.
- **Romanticize** – To romanticize something is to create an overly positive stereotype, or to have the impression that something is completely good or pure. For instance, it was not uncommon for Easterners to romanticize life in the West. They imagined that the life of a cowboy must be wonderfully exciting and adventurous, that Indians were primitive “unspoiled” people, and that the West was “pristine.”
- **Salish (Selís)** – In Montana, the Salish (“SAY-lish”) are the inland Salish tribe. There are coastal Salish along the Pacific Coast of Washington state. The Salish historically occupied western Montana on both sides of the Continental Divide. Historically, they were familiar with parts of the Glacier region, although they primarily lived south of that area. Today they share the Flathead Reservation with Kootenai and other tribes.
- **Scientific name** - The common language naming system of binomial nomenclature used to give every living thing a two-part name. These names are important because they allow people throughout the world to communicate about species.
- **Sacred** - Very powerful in a spiritual sense.
- **Sediment** - Natural material broken into smaller pieces and moved and deposited by water, air or ice.
- **Seed** - Small object made by a plant to create new plants.
- **Seed dispersal** - The way seeds are spread away from the parent plant.
- **Snout (of a glacier)** -The end of a glacier at any given point in time.
- **Species** - The basic unit of classification in taxonomy.
- **Specimens** - An individual used as an example of its type.
- **Spirituality** -A process of personal transformation, either with traditional religious beliefs or on a personal level not specific to any religion.
- **Spore** - Typically a one-celled reproductive unit of some plants, fungi, and other micro-organisms.
- **Succession** - The process of change in an ecological community over time.
- **Suffix** - Letter(s) placed at the end of the stem of a word to make a new word.

Vocabulary Continued

- **Symbols** - A thing that represents or stands for something else.
- **Terracing** - Make into a series of flat sections that look like steps.
- **Till** - Unsorted material deposited directly by glacial ice.
- **Thaw** - To become soft or liquid because of warming.
- **Tipi** - A portable conical shelter with a cover on a frame of poles, traditionally used by American Indians of the Plains and Plateau regions.
- **Topographical features** - The surface shape of the Earth.
- **Transports** - Moves.
- **Treaty** - A contract or formal agreement between two states or countries.
- **Tree Line** - The upper limit of habitat in the alpine where trees can grow.
- **Tributaries** - A river or stream that does not flow directly into the ocean but goes into another stream or into a lake.
- **U-shaped Valley** - A valley formed through glaciation with steep sides and a flat bottom similar to a bathtub shape.
- **Understory** - The layer of vegetation beneath the main canopy of the forest.
- **V-shaped valley** - A narrow valley with steeply sloped sides that look like the letter “V” from a cross-section.
- **Valley Glacier** - A glacier that flows down through a valley.
- **Vanishing race** – Many Euro-Americans believed that the indigenous peoples would gradually become fewer and fewer until they ceased to exist. This nearly did happen to many tribes when infectious diseases (including smallpox) killed millions of the indigenous peoples of North America over the course of three or four centuries. The destruction of the bison herds in the latter 1800s led to the impoverishment and starvation of Plains Indian tribes, including the tribes in Montana. In addition, the United States government and other institutions made efforts to erase the cultures, languages, and beliefs of American Indians and replace them with “American” cultural characteristics, the English language, and Christianity.
- **Vegetation** - All the plants in an area.
- **Walking Lightly**- To leave very little impact to an area.
- **Water table** - In the ground, the level where everything below it is full of water.

Literature Cited

- Alt, David and Donald W. Hyndman. *Rocks, Ice & Water; The Geology of Waterton-Glacier Park*. Missoula: Mountain Press Publishing Company, 1978. Print.
- Bullchild, Percy. *The Sun Came Down: The History of the World as my Blackfeet Elders Told It*. San Francisco: Harper and Row, 1990.
- Glacier National Park. *At Home in This Place*. St. Mary: National Park Service Visitor Center Exhibits, 2010.
- Goble, Paul. *Tipi: Home of the Nomadic Buffalo Hunters*.
Bloomington, IN: World Wisdom, Inc., 2007.
- Hart, Jeff. *Montana Native Plants & Early Peoples*. Helena: Montana Historical Society Press, 1976.
- Hungrywolf, Adolf. *The Tipi: Traditional Native American Shelter*. Summertown, TN: Native Voices Book Publishing Company, 2006.
- Glacier National Park. *Work House: A Glacier National Park Science Education Program*. West Glacier: National Park Service, 1992, 1998.
- Kimmerer, Robin Wall. *Gathering Moss; A Natural and Cultural History of Mosses*. Corvallis: Oregon State University Press, 2003.
- Kootenai Culture Committee. *How Marten Got His Spots and Other Kootenai Indian Stories*. Pablo, MT: Salish Kootenai College Press; Helena, Montana Historical Society Press, 2001.
- . *Ktunaxa Legends*. Pablo, MT: Salish Kootenai College Press; 1997.
- Montana Historical Society Education Office. *Land of Many Stories: The People & Histories of Glacier National Park*. Helena: Montana Historical Society Footlocker, 2010. PDF file.
- Montana Office of Public Instruction. *Montana Indians their History and Location*. Helena: Indian Education for All, 2009.
- Raup, Omer B. *Geology Along Going-to-the-Sun Road, Glacier National Park, Montana*. West Glacier, MT: Glacier National History Association, 1983.
- Reeves, Brian and Sandra Peacock. *Our Mountains Are Our Pillows: An Ethnographic Overview of Glacier National Park*. N.p.: Glacier National Park, 2001.
- Schaeffer, Claude E. *Bear Ceremonialism of the Kutenai Indians*. Browning, MT: Indian Arts and Crafts Board, 1966.
- Tallamy, Douglas W. *Bringing Nature Home: How You Can Sustain Wildlife with Native Plants*. Portland: Timber Press, 2007.

Literature Cited Continued

Thompson, Sally and Kootenai Culture Committee and Pikunni Traditional Association. *People Before the Park: The Kootenai and Blackfeet Before Glacier National Park*. Helena, MT: Montana Historical Society Press, 2015.

University of AZ and Blackfeet Community College. Native Plants and Nutrition. American Indian Small Grants Research Program, 2006.

Additional Resources

The following books and documents were read in preparation for the writing of the first version of Work House. None were directly quoted, but all are good resources for instructors using the program. Some are only available through the Glacier National Park Library.

Ahlenslager, Kathy. *Glacier National Park Environmental Study Area Activity Booklet*. West Glacier, MT: Glacier National Park Library, 1989.

Alt, David and Donald W. Hyndman. *Roadside Geology of Montana*. Missoula: Mountain Press Publishing Company, 1986.

---. *Rocks, Ice & Water*. Missoula: Mountain Press Publishing Company, 1978. Print.

Ashby, Christopher S. The Blackfeet Agreement of 1895 and Glacier National Park: A Case History. MS thesis. University of Montana, 1985.

“Before There Were Parks: Yellowstone & Glacier Through Native Eyes.” KUSM-TV. Montana PBS, 2009.

Bierhorst, John, ed. *In the Trail of the Wind: American Indian Poems and Orations*. New York: Farrar, Straus and Giroux, 1971.

Braus, Judy, ed. *Geology: The Active Earth*. Washington: National Wildlife Federation, 1988.

Browning Bilingual Program. *Blackfeet English Language Animal Coloring Book*. Browning: Browning School District #9, n.d.

Buchholtz, C. W. *Man in Glacier*. West Glacier, MT: Glacier National History Association, 1976.

Bullchild, Percy. *The Sun Came Down: The History of the World as my Blackfeet Elders Told It*. San Francisco: Harper and Row, 1990.

Confederated Salish and Kootenai Tribes. *Bull Trout’s Gift*. Lincoln: University of Nebraska Press, 2011.

Caduto, Michael J. and Joseph Bruchac. *Keepers of the Earth*. Golden, CO: Fulcrum, 1989.

Carrara, Paul E. *Late Quaternary Glacial and Vegetative History of the Glacier National Park Region, Montana*. U. S. Geological Survey Bulletin 1902. Denver: U.S. Geological Survey, 1989.

**Additional Resources,
Continued**

- Carter, Forrest. *The Education of Little Tree*. Albuquerque: University of New Mexico, 1976.
- Clark, Ella E. *Indian Legends from the Northern Rockies*. Norman, OK: University of Oklahoma, 1966.
- Comes At Night, George. *Roaming Days*. Browning, MT: Blackfeet Heritage Program, 1978.
- “Days of the Blackfeet: A 45-Minute Historical Overview of the Blackfeet Tribe in Montana.” Blackfeet Tribal History, Blackfeet Community College. Montana Office of Public Instruction, n.d. DVD.
- Davis Rides At The Door, Darnell. *Napi Stories*. Browning, MT: Blackfeet Heritage Program, 1979.
- Degolia, Jack and Joe Zarki. *Expedition: Yellowstone!* Yellowstone National Park, WY: Yellowstone Association, 1987.
- Deloria, Ella Cara. *Waterlily*. Lincoln: University of Nebraska, 1988.
- “Explore the River: Bull Trout, Tribal People, and the Jocko River.” Confederated Salish and Kootenai Tribes, I & E, FWRC, Natural Resource Department, n.d. DVD.
- Fahey, John. *The Kalispel Indians*. Norman, OK: University of Oklahoma, 1986.
- Farr, William E. *The Reservation Blackfeet, 1882-1945*. Seattle: University of Washington Press, 1984.
- “Fire on the Land: Native Peoples and Fire in the Northern Rockies.” Confederated Salish and Kootenai Tribes, Fire History Project, I & E, FWRC, Natural Resource Department, n.d. DVD.
- Grinnell, George Bird. *Blackfoot Lodge Tales*. Lincoln: University of Nebraska, 1962.
- Ground, Mary. *Grass Woman Stories*. Browning, MT: Blackfeet Heritage Program, 1978.
- Hamilton, Virginia. *In the Beginning: Creation Stories from Around the World*. San Diego: Harcourt Brace Jovanovich, 1988.
- Hammer, Roger, ed. *The People: Native American Thoughts and Feelings*. Summertown, TN: Book Publishing Company, 1975.
- Herman, Marina L. *Teaching Kids to Love the Earth*. Duluth, MN: Pfeifer Hamilton, 1991.
- Holterman, Jack. *The Blackfeet Agency and Glacier Park*. West Glacier, MT: Glacier National Park Library, 1984.
- . *Indian Ceremonial Sites in Glacier*. West Glacier, MT: Glacier National Park Library, 1986.

**Additional Resources
Continued**

- . *Red Eagle*. West Glacier, MT: Glacier National Park Library, 1986.
- . *The Vision Quest in Glacier Park*. West Glacier, MT: Glacier National Park Library, 1986.
- . *Who Named St. Mary Lakes?* West Glacier, MT: Glacier National Park Library.
- Hungry Wolf, Adolf. *Good Medicine in Glacier National Park*. Golden, British Columbia: Good Medicine Books, 1971.
- . *The Tipi: Traditional Native American Shelter*. Summertwon, TN: Native Voices Book Publishing Company, 2006.
- Johnston, Alex. *Blackfoot Indian Utilization of the Flora of the Northwestern Great Plains*. West Glacier, MT: Glacier National Park Library, 1976.
- Karlstrom, Eric T. *Zone Of Interaction Between Laurentide and Rocky Mountain Glaciers East Of Waterton-Glacier Park, Northwestern Montana and Southwestern Alberta*. West Glacier, MT: Glacier National Park Library, 1987.
- Kidd, Kenneth E. *Blackfoot Ethnography*. Edmonton: Archaeological Survey of Alberta, 1986.
- Kryston, Cynthia E., ed. *Programming for School Groups: an Interpreters Guide*. Washington: National Park Service, 1990.
- Lopez, Barry. *Crow and Weasel*. San Francisco: North Point, 1990.
- McClintock, Walter. *The Blackfoot Beaver Bundle*. Los Angeles: Southwest Museum, 1935.
- McClintock, Walter. *The Old North Trail*. Lincoln: University of Nebraska, 1968.
- New, Lloyd H., ed. *Coyote Tales of the Montana Salish*. Washington: Department of the Interior, 1974.
- No Runner, Vernon. *Sta-Ai-Tsi-Nix-Sin: Ghost Stories*. Browning, MT: Blackfeet Heritage Program, 1979.
- Partoll, Albert J., ed. "The Blackfoot Indian Peace Council: A Document of the Official Proceeding of the Treaty Between the Blackfeet Nation and Other Indians of the United States in October 1855." *Frontier and Midland* 17 (1937): 199-207.
- Petticord, David V. *Adventures in Environment at Glacier National Park*. West Glacier, MT: National Park Service, 1974.
- Raup, Omer B. *Geology Along Going-to-the-Sun Road, Glacier National Park, Montana*. West Glacier, MT: Glacier National History Association, 1983.
- Regan, Ann. *The Blackfeet, the Bureaucrats and Glacier National Park 1910-1940*. West Glacier, MT: Glacier National Park Library, 1987.
- Ross, Clyde P. and Richard Rezak. *The Rocks and Fossils of Glacier National Park: The Story of Their Origin and History*. Washington: GPO, 1959.

**Additional Resources
Continued**

- Rounds, Glenn. *Beaver Business: an Almanac*. New York: Holiday House, 1976.
- Ruhle, George. *The Noble Blackfeet*. West Glacier, MT: Glacier National Park Library, 1934.
- Ryden, Hope. *The Beaver*. New York: W. Morrow, 1989.
- Schaeffer, Claude E. *Bear Ceremonialism of the Kutenai Indians*. Browning, MT: Indian Arts and Crafts Board, 1966.
- Schmidt, Karen J. *Conserving Greater Yellowstone*. Jackson, WY: Northern Rockies Conservation Cooperative, 1990.
- Schultz, James Willard. *Blackfeet and Buffalo*. Norman, OK: University of Oklahoma, 1968.
- . *My Life as an Indian*. New York: Fawcett Columbine, 1981.
- Scheire, James W. *Glacier National Park Historic Resources Study*. Washington: Department of the Interior, 1970.
- Shaw, Richard J. and Danny On. *Plants of Waterton-Glacier National Parks and the Northern Rockies*. Missoula: Mountain Press Publishing Company, 1979.
- “Seasons of the Salish/Pend d’Oreille.” Confederated Salish & Kootenai Tribes, Montana Office of Public Instruction, 2007. DVD.
- Spurgeon, Richard. *Ecology*. London: Usborne, 1988.
- Tarback, Edward J. and Frederick K. Lutgens. *Earth Science*. Columbus: Merrill, 1988.
- Thompson, Sally and Kim Lugthart. *Discovering Our Own Place: A Map Saga for Montana; Rocky Mountain Front/Blackfeet*. Missoula: LifeongLearning Project, University of Montana, Center for Continuing Education, 2004.
- . *Discovering Our Own Place: A Map Saga for Montana; West of the Divide/ Salish, Pend d’Oreille & Kootenai*. Missoula: Regional Learning Project, University of Montana, Center for Continuing Education, 2005.
- Thompson, Sally and Kim Lugthart and Margaret Scott. *The Great Peace Council of 1855: Readers’ Theater - in Three Acts*. Missoula: Regional Learning Project, University of Montana, Center for Continuing Education, 2008. DVD & Teacher Guide.
- Thompson, Sally and Happy Avery, Kim Lugthart, Elizabeth Sperry. *Tribal Perspectives on American History, Volume I*. Missoula: Regional Learning Project, University of Montana, Center for Continuing Education, 2009. DVD & Teacher Guide Grades 7-12.
- . *Talking Without Words In the Old West*. Missoula: Regional Learning Project, University of Montana, Center for Continuing Education, 2009. DVD & Teacher Guide. Grades 5th-6th.

**Additional Resources
Continued**

---. *Long Before We Were Born*. Missoula: Regional Learning Project, University of Montana, Center for Continuing Education, 2009. DVD & Teacher Guide. Grades 2nd-3rd.

---. *Tribal Perspectives on American History, Volume II*. Missoula: Regional Learning Project, University of Montana, Center for Continuing Education, 2010. DVD & Teacher Guide Grades 7-12.

---. *How Tribes Got Their Names: A Montana Example*. Missoula: Regional Learning Project, University of Montana, Center for Continuing Education, 2009. DVD & Teacher Guide Grades 4th-5th.

Tomkins, William. *Universal American Indian Sign Language*. Washington: Smithsonian Institute, 1929.

VanCleave, Janice. *Earth Science for Every Kid*. New York: John Wiley & Sons, 1991.

Western Regional Environmental Education Council. *Project Wild*. Boulder: Western Regional Environmental Council, 1985.

White, Thain. *Tipi Rings In The Flathead Lake Area, Western Montana*. Missoula: Montana State University, 1959.

Wissler, Clark. *Indians of the United States*. Garden City, NY: Doubleday & Company, 1966.

Wood, Dorothy. *Beavers*. Chicago: Follet, 1961.

Woodcock, Clarence. *A Brief History of the Flathead Tribes*. St. Ignatius, MT: Flathead Culture Committee, 1983.

Yue, Charlotte and David. *The Tipi*. New York: Alfred A. Knopf, 1991.

Human Resources List From Original *Work House*

The people listed below are from the original 1992 list. Most of the people listed were contacted during the research, writing, and original advisory process for this project. They are tribal elders, cultural committee members, school administrators, educators, and human services personnel. Most of them were contacted by the writer, but some were recommended by others and contacted by cultural committee members and administrators. Many of them served voluntarily as readers and advisors. Without their generous help this program would not have been put together.

It is important to note that not everyone on this list is in total agreement with all of the content of the *Work House* curriculum. All agree that it is important to work together to promote constructive education and communication efforts for our students. We encourage discussion and ongoing constructive exchange between all educators. The Interpretive Staff of Glacier National Park can only be responsible for information that we are able to obtain through research and solicited advice. Please refer to local tribal authorities if you have any questions or reservations about the accuracy or appropriateness of any information or activities provided in the *Work House* program. Many, many thanks to those people who took the time to advise and edit for the writer.

Arlee:

- Adams, Carol, Sixth Grade Teacher.
- Brinton, Cindy, Fifth Grade Teacher.
- Espinoza, Carmen, Sixth Grade Teacher.
- Felsman, Kathy, Indian Studies Director.
- Grier, Paul, Third Grade Teacher.
- Howlett, Ronda, Fifth Grade Teacher.
- McCay, Sue, Fourth Grade Teacher, Arlee Coordinator.
- For *Work House* and Activity Kit.
- Pitts, Terry, Fourth Grade Teacher.
- Sumner, Jay, Junior High Science Teacher.
- Vanderburg, Francis, Salish Cultural Committee.
- Walawander, Dolly, Third Grade Teacher.

St. Ignatius:

- Beaverhead, Chauncey, Flathead Cultural Committee.
- Faust, Lisa, Fifth and Sixth Grade Teacher.
- Flemming, John, Fifth and Sixth Grade Teacher.
- Incashola, Tony, Director of the Flathead Cultural Committee.
- Ligas, John, High School Science Teacher.
- Smith, Thompson, Historian For The Flathead Cultural Committee.
- Werdin, Dave, Principal of St. Ignatius Schools.
- White, Germaine, Cultural Preservation Office.

Pablo-Ronan:

- Adams, Arlene, Office, Two Eagle River School.
- Adams, Webley, Flathead Head Start Program.
- Addison, Allen, Ronan High School Title IX Aide.
- Anderson, Larry, Principal Of Two Eagle River School.
- Auld, Francis, Kootenai Cultural Preservation Office.

**Human Resources
Continued**

- Beaverhead, Gene, Salish Cultural Preservation Office.
- Becker, Dale, Salish/ Kootenai Tribal Wildlife Program Manager.
- Big Crane, Jo Anne, Ethnobotanist/Native Studies, Two Eagle River School.
- Boyer, Bob, Ronan High School/Middle School Native American Studies Teacher And Indian Dance Club Sponsor.
- Bristol, Bob, Ronan Fourth Grade Science Teacher.
- Buckless, Tracy, Ronan Middle School Counselor.
- Cross, Marsha, Director Of Cultural Preservation Office.
- Cajune, Julie, Tribal Curriculum Director.
- Charlo, Louis, Two Eagle River School.
- Dos Santos, Joe, Fisheries Program Manager, Tribal Natural Resources Department.
- DosSantos, Wendy, Fifth Grade Teacher, Ronan Middle School, Pablo/Ronan Coordinator For Work House And Activity Kit.
- Finley, Vernon, Bilingual Education Director, Salish Kootenai Community College.
- Gallagher, Dick, Ronan High School Principal.
- Gilhouse, Jim, K. William Harvey Elementary Principal, Ronan.
- Gerski, Larry, Seventh Grade Science Teacher, Ronan Middle School.
- Howlett, Kevin, Tribal Education Director.
- Irvin, Ben, Ronan/Pablo Indian Education Coordinator.
- Johnson, Andrea, Pablo Elementary School Principal.
- Koetter, Lisa, Two Eagle River School Librarian.
- Koetter, Eric, Two Eagle River School Art And History Teacher.
- Lipscomb, Brian, Fish, Wildlife, Recreation, And Wardens Division Manager, Tribal Natural Resources Department.
- McDonald, Tom, Wildlife Recreation Program Manager, Tribal Natural Resources Department.
- Mattson, Peggy, Ronan Middle School Explore Teacher.
- Matt, Clayton, Tribal Education Committee.
- Minard, Donna, Ronan Middle School Vice Principal.
- Quequesah, Alex, Cultural Heritage Instructor, Salish/Kootenai Community College.
- Ruhman, Doug, Ronan Fourth Grade Teacher.
- Schaeffer-Blake, Maria, Pablo Elementary School.
- Seivert, Regina, Eighth-Twelfth Grade Science, Two Eagle River School.
- Swaney, Rhonda, Chairman Of Tribal Government.
- Tanner, Marilyn, Ronan Middle School Principal.
- Tanner, Terry, Tribal Education Office.
- Therriault, Ron, History Department, Salish/Kootenai Community College.
- Vrooman, Nicholas, Folklorist And Metis Specialist, College of Great Falls.
- Weiser, Rusty, Alternative Learning Teacher, Ronan Middle School.
- Whiting-Sorrell, Anna, Director of Alcohol and Substance Abuse Program (ASAP) Ronan-Pablo.
- Wing, Terri, Curriculum Director For The Mission Valley Educational Consortium.

**Human Resources
Continued**

Polson:

- Atkinson, Luan, Third Grade Teacher, Linderman Elementary School.
- Baker, Carole, Polson Middle School Librarian.
- Bishop, Marcy, National Buffalo Range.
- Caffrey, Debra, Kindergarten-Fourth Grade Resource Teacher, Cherry Valley School.
- Cox, Garth, Third Grade Teacher, Linderman Elementary School.
- Davis, Mary, Third Grade Teacher, Cherry Valley School.
- Efinger, Bev, Special Education Teacher, Cherry Valley School.
- Fischer, Chris, Second Grade Teacher, Linderman Elementary School.
- Fischer, Ruth, Second Grade Teacher, Cherry Valley School.
- Kelly, Lynn, Seventh Grade Life Science Teacher, Polson Middle School, Flathead Valley Loon Program, Project Eagle Watch, Polson Coordinator For Work House And Activity Kit.
- Gunderson, Karen, First Grade Teacher, Linderman Elementary School.
- Harding, Kim, Fifth Grade Teacher, Polson Middle School.
- Heinz, Carolyn, Fourth Grade Teacher, Linderman Elementary School.
- Hoffman, Dawn, First Grade Teacher, Cherry Valley School.
- Lott, Jake, Superintendent Of Polson Public Schools.
- Meeks, Elaine, Principal Of Cherry Valley Elementary School.
- Newgard, Karol, First Grade Teacher, Linderman Elementary School.
- Orchard, Melinda, Third Grade Teacher, Cherry Valley School.
- Ratzburg, Mary Lou, Linderman School Librarian.
- Teggeman, Nancy, Third Grade Teacher, Linderman Elementary School.
- Torgeson, Paul, Special Education Teacher, Linderman Elementary School.
- Witts, Lynn, Special Education Teacher, Polson High School.

Elmo:

- Antiste, Susan, Plant Specialist.
- Auld, Francis, Cultural Resource Protector (Pablo).
- Bufton, Sarah, Language Specialist.
- Burke, Clarinda, Cultural Resource Protector.
- Caye, Loraine, Cultural Resource Protector.
- Clairmont, Amelia, Language Technician.
- Hewankorn, Alice and Charlie, Kootenai Cultural Committee.
- Hewankorn, Patricia, Program Director.
- Joeseeph, Leonard, Secretary/Receptionist.
- Kenmille, Agnes (Oshanee), Cultural Heritage Instructor.
- Left Hand, Adeline and Alex, Kootenai Cultural Committee.
- Left Hand, Naida and Pat, Kootenai Cultural Committee.
- Michel, Linda, Data Entry Technician And Bookkeeper.
- Nichols, Richard, Language Technician.

Kalispell:

- Bangeman, Johanna, Montana Fish, Wildlife And Parks Educational Specialist.
- Blood, Lex, Glacier Institute, President, Board Of Directors.
- Bruninga, Chris, Business Director For the Glacier Institute.
- Davis, Pam, Coordinator For Flathead Environmental Education Consortium.

Human Resources Continued

- Wagner, Rob, U. S. Fish And Wildlife Service Liaison Between The Service And Montana Tribes.
- Welder, Terry, Education Specialist and Author of Work House, Kalispell Montessori Center.
- Decker, Joe, West Lakes District Naturalist, Project Director for Work House.
- Fladmark, Bruce, Glacier National Park Historian.
- Frederick, Larry, Chief Of Interpretation.
- Holterman, Jack, Glacier National Park Historical Advisor and Native Culture Advisor.
- Kliner, Lynn, Glacier National Park Librarian.
- Landry, Clair, St. Mary Interpretation.
- Murdock, Lynn, Hudson Bay District Naturalist.
- Walters, Lucy, St. Mary Interpretation.
- Weatherwax, Calvin, St. Mary Interpretation.

Browning:

- Arrow Top, Barbara, Kindergarten through Eighth Grade Cultural Studies Director For Heart Butte School.
- Bird, Dolores, Napi Elementary School Teacher.
- Bremner, Dona, Middle-School Guidance Counselor, Browning Middle School.
- Calf Bags Ribs, Frosty, Cultural Advisor, Heart Butte School.
- Calf Looking, Cassi, Blackfeet Cultural Instructor, Heart Butte High School.
- Carpenter, Les, High School Science Teacher, Browning High School.
- Comes At Night, Gary, Cultural Resource Advisor For Heart Butte, Blackfeet Tribal Gas and Oil Office.
- Conway, Jackie Ray, Third Grade Teacher.
- Croft, Jean, Cultural Dance Interpretation Specialist.
- Croft, Raymond, Fourth And Fifth Grade Physical Education Instructor, Cultural Dance Interpretation Specialist.
- Day Rider, Earl, High School Blackfeet Studies Teacher, Browning High School.
- Fassy, Pepion, Cultural Instructor, Blackfeet Community College, 338-7755.
- Fish, Wilbur, Traditional Roots And Plants Specialist, Blackfeet Community College.
- Gladstone, Jack, Blackfeet Cultural Committee.
- Ground, Gene (Mary Ground's Son), Cultural Advisor, Blackfeet Community College.
- Higgins, Jim, Blackfeet Cultural Games Instructor, Part Time Teacher.
- Horn, Burton, Blackfeet Cultural And Modern Day Issues Advisor, Heart Butte.
- Kennedy, Jim, Blackfeet Tribal Program Director For Natural Resources.
- Kipp Darrell, Piegan Institute Inc., Native American Studies and Bilingual Instructor for Blackfeet Community College.
- LaFromboise, Conrad, Blackfeet Cultural Advisor, Blackfeet Community College.
- Little Plume, Ed, Piegan Institute Inc., Bilingual Instructor for Blackfeet Com. College, Blackfeet Language Teacher, Browning Middle School.

**Human Resources
Continued**

- Lowrentz, Elma, Assistant Director Of Blackfeet Tribal Council.
- McKay, Joe, Blackfeet Cultural Narrator.
- Murray, Carol, President Of Blackfeet Community College.
- Murray, John, Blackfeet Language Instructor, Blackfeet Community College.
- Nichols, William, Natural Sciences Instructor, Blackfeet Community College.
- Norman, Darrell, Blackfeet Cultural Advisor.
- Parision, Barbara, Principal of Heart Butte Schools.
- Pilling, Charles R., Curriculum Director For Browning Public Schools.
- Potts, Al, Cultural Advisor, Blackfeet Community College.
- Prarie Chicken, Rosella, Blackfeet Cultural Advisor.
- Rides At The Door, Thelma, Blackfeet Tribal Culture Department.
- Running Fisher, Mable, Elementary Teacher, Napi Elementary School.
- Schultz, Rosalynn, Principal of East Glacier Schools.
- Sharp, Lois, Second Grade Teacher, Vina Chattin School.
- Sharp, William, Sixth Grade Language Arts Teacher, Browning Middle School.
- Shepard, Carlona, Work House Activity Kit Coordinator, Elementary School Teacher, East Glacier School.
- Skunk Cap, Darcy, Middle School Teacher.
- Skunk Cap, Leona, Bilingual Teacher for Browning Public Schools, Head Start Teacher.
- Smith, Wayne, Blackfeet Tribal Cultural Department.
- Spoonhunter, Joyce, Blackfeet Tribal Culture Department Director.
- Spoonhunter, Marlin, Creative Alternative Program, Browning Middle School.
- Still Smoking, Dorothy Ph.D., Piegan Institute Inc., Director of Head Start, Director of Native American Studies.
- Johnson-St. Goddard, Kristin, Librarian and Elementary School Teacher, School/ Community Liason.
- Swims Under, Mike, Blackfeet Cultural Committee.
- Wagner, Curly Bear, Blackfeet Cultural Committee.
- Weatherwax, Calvin, Native American Culture Instructor, Vina Chattin School.
- Weatherwax, Ken M., Blackfeet Travel Routes Specialist.
- Weatherwax, Theadora, Middle School Math and Science Teacher, Browning Middle School.
- Whitright, Terry, Blackfeet Native American Studies Director For Browning Public Schools.
- Wilcox, Karen, Babb Elementary School Teacher, Waterton Lakes And Cardston, Alberta,
- Eagle Speaker, Kenneth, Chief Of Interpretation, Head Smashed In, Fort McLeod.
- Jarvis, Laura, Blackfeet Bilingual Program Director, St. Mary's School, Cardston.
- Jellicoe-Smith, Janice, Interpretive Specialist, Waterton Lakes.
- Olson, Thane, Principal of Cardston Public Schools.
- Piling, Noel, Cardston Elementary School Teacher.
- Reeves, Brian, Professor of Anthropology/Archaeology, Calgary University.

**Original Work House
Activity Kit Contents**

1 trough (stream erosion/sedimentation activity)
1 glass cake pan
10 felt squares
2 rubber balls
1 package balloons
balsa wood strips
1 package garbage bags
10 packages modelling clay
1 wildlife video
1 general park introduction video

Slide sets and narratives on the following:

- a) Survey of Erosional Elements
- b) Diagrams of Glacial Features
- c) Features of Alpine Glaciation
- d) Topographic Maps--Alpine Glaciation
- e) Large Scale Structures- Western U.S.
- f) Glaciers and Their Tracks
- g) The Drifting Continents
- h) The Geologic Time Scale
- i) The Beaver World
- j) The Bison and the Prairie
- k) Glacier National Park Scenes
- l) Glaciers Grizzlies

1 copy of "The Beaver Habitat Nature Trail" education activities

1 copy of "Bears: Imagination and Reality" education activities

Reference books:

- a) "Roadside Geology of Montana," Alt and Hyndman
- b) "Geology Along the Going to Sun Road," Raup
- c) "The Sun Came Down," Bullchild
- d) "The Old North Trail," McClintock
- e) "Keepers of the Earth," Cadato and Bruchac
- f) "Indian Legends from the Northern Rockies," Clark
- g) "The Tipi," Yue
- h) "Dictionary of Word Roots and Combining Forms," Borror
- i) "Easy Field Guide to Trees of Glacier National Park," Nelson

MT Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The Montana Content Standards for English Language Arts reflect the constitutional mandate that all educators must provide instruction including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that build knowledge, enlarge experiences, and broaden world-views. They familiarize themselves with varied literary perspectives, including those by and about American Indians, to gain a better understanding of themselves and their fellow citizens.

They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**College and Career
Readiness Anchor
Standards for Writing
for Literacy in History/
Social Studies,
Science, and Technical
Subjects 6–12 [WHST]**

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Montana Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
College and Career Readiness Anchor Standards for Reading Literacy in History/Social Studies 6–12 [RH]/ Science and Technical Subjects 6–12 [RST]

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading:

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

For a complete listing of all Montana Common Core Standards English Language Arts go to: http://opi.mt.gov/curriculum/montcas/MCCS/index.php?gpm=1_3#gpm1_2

Montana Standards for Science, OPI

Science is an inquiry process used to investigate natural phenomena, resulting in the formation of theories verified by directed observations. Inquiry challenges students to solve problems by observing and collecting data and constructing inferences from those data. In doing so, students acquire knowledge and develop a rich understanding of concepts, principles, models, and theories (National Research Council, National Science Education Standards 214). Inquiry requires the use of scientific thinking skills to address open-ended problems through non-prescriptive procedures and allows students to construct their own knowledge of the specific concepts. This validates different ways of gathering, synthesizing and communicating knowledge. Scientific theories are challengeable and changeable. Data used to support or contradict them must be reproducible.

The unifying concepts and processes of science provide connections between and among traditional scientific disciplines. The unifying concepts and processes woven into the Montana Standards for Science include: systems, order, and organization; evidence, models and explanation; constancy, change, and measurement; evolution and equilibrium; and form and function. These concepts and processes must be experienced in a developmentally appropriate manner during K-12 science education.

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8, and grade 12. Detailed Science Content Standards can be found at: <http://opi.mt.gov/Curriculum/CSI/AS.html>

Content Standard 1. Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations.

Content Standard 2. Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.

Content Standard 3. Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.

Content Standard 4. Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.

Content Standard 5. Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies.

**Montana Standards
for Science, OPI**

Content Standard 6. Students understand historical developments in science and technology.

Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.

**Montana Standards
for Social Studies**

Social studies is an integrated study of the social sciences and humanities designed to foster citizenship in an interdependent world. Social studies provides coordinated, systematic study of such disciplines as economics, history, geography, government, sociology, anthropology, psychology and elements of the humanities. Social studies addresses political, economic, geographic, and social processes that allow students to make informed decisions for personal and public good.

Social studies develops the knowledge, skills, and processes necessary to understand historical and present day connections among diverse individuals and groups. A study of Montana's rich past and geographic diversity includes the distinct cultural heritage and contemporary perspectives of Montana's American Indians and other cultural groups.

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8, and grade 12. Detailed Social Studies Content Standards can be found at: <http://opi.mt.gov/Curriculum/CSI/AS.html>

Content Standard 1. Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Content Standard 2. Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

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

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

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

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

**Montana Standards
for Social Studies**

Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.