



On behalf of Splash! Publications, we would like to welcome you to *Montana*, one of 50 State History lessons. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

We've created a color and black line version of this lesson. Use the color version for your White Board and the black line masters to make copies for your students. Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

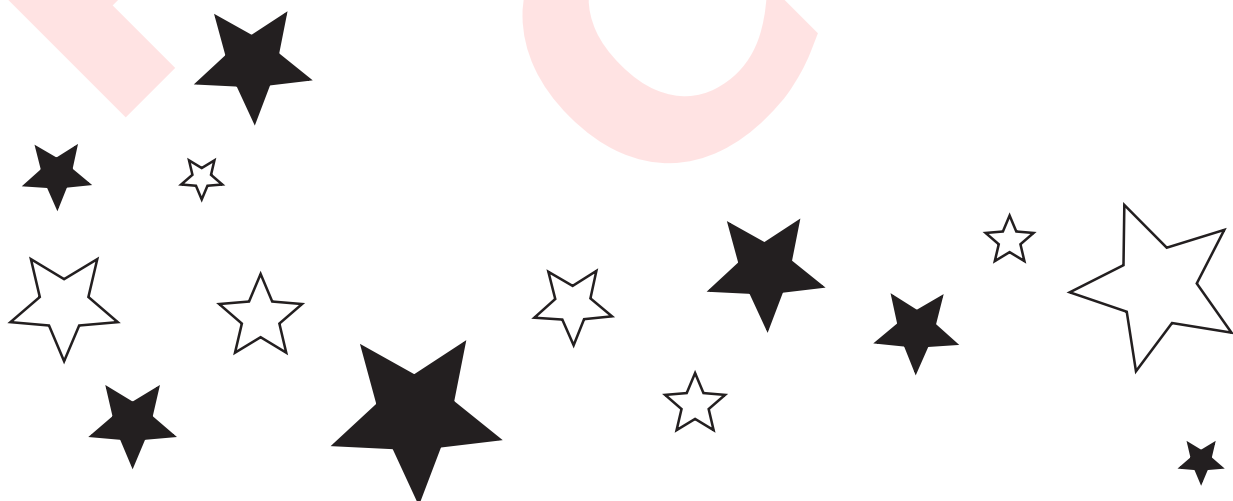
THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

NOTE: The answers to all activities and quizzes are at the end of the lesson.

INTERACTIVE HISTORY NOTEBOOK

In addition to other higher-level Common Core aligned activities, we have included step-by-step directions for three Interactive Notebook activities that students will create and glue into a history notebook. When finished, the history notebook will provide students with a long lasting Montana history reference. A composition book works well for keeping the Interactive Notebook activities.





CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based lesson, *Montana* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Montana*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Below is the legend used to abbreviate the Common Core Strands:

COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

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Illustrations and cover design by Victoria J. Smith

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★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading *Montana*, students will:

- follow directions to create a Vocabulary Organizer to glue into their *Montana* history notebooks for ***addicted, allies, ammunition, climate, criminals, elected, financial, harsh, interpreter, minerals, outnumbered, pelts, rumors, saloons, theory, tourist, trespassers, ventured, violated.***

After reading *Montana*, students will:

- answer *Montana* Reading Comprehension Questions.
- complete *Montana* Language Skills Exercise.
- answer questions about *Montana* and then follow directions to create a History Cube to glue into their *Montana* history notebooks.
- follow directions to create Interactive Time Lines to glue into their *Montana* history notebooks that illustrate eight important events in *Montana's* history.
- read about Famous People: Mountain Men.
- use a graphic organizer to write a Mountain Man story.
- take a Vocabulary Quiz for *Montana*.

THE MONTANA LESSON IS ALIGNED WITH THESE 5TH GRADE CORE STANDARDS:

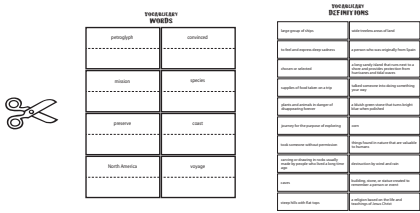
CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4C, CC.5.W.3A, CC.5.W.3B, CC.5.W.3C, CC.5.W.3D, CC.5.W.3E, CC.5.W.4, CC.5.W.5, CC.5.W.6, CC.5.W.10, CC.5.L.4A, CC.5.L.4C, CC.5.L.6

ONE-POCKET VOCABULARY ORGANIZER

There are a few new vocabulary words to learn before beginning your study of Montana. Your Montana history notebook is a great place to record and store the words and definitions that you will need to be familiar with during this lesson.

Part I

Directions: Using the Glossary provided by your teacher and the Vocabulary Word and Definition patterns, follow the directions below to create 19 Vocabulary Cards.

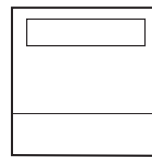


1. Cut out each Vocabulary Word pattern and Vocabulary Definition pattern along all bold lines.

2. Using the Glossary as your guide, glue the correct Vocabulary Definition in the blank space under its matching Vocabulary Word.

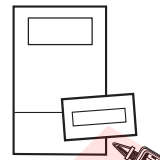


3. Fold each completed Vocabulary Card along the dotted lines so that the Vocabulary Words and Definitions are on the outside. Glue the blank sides together.

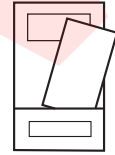


4. After you have glued the tabs to the back, turn your One-Pocket Vocabulary Organizer back around.

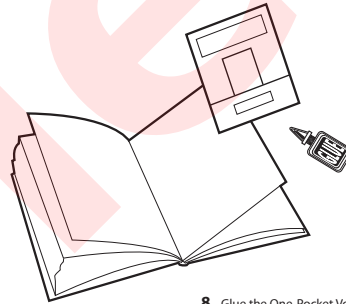
5. Cut out the Pocket Label.



6. Glue the Pocket Label onto the front of the One-Pocket Vocabulary Organizer as shown.



7. Place your finished Vocabulary Cards in the front pocket.



8. Glue the One-Pocket Vocabulary Organizer onto the next blank page of your notebook.



Montana, the Treasure State, is one of the Mountain states located in the Western United States. Montana's nickname comes from its great wealth of **minerals**, forests, and grazing lands.

Montana has also been called the Bonanza State because of its grazing lands. Big Sky Country State has been used to describe Montana's wide open spaces.

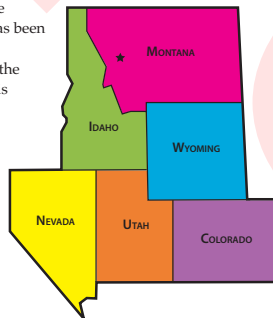
The Native Americans in Montana nicknamed the state Land of the Shining Mountains. This nickname is in honor of the Rocky Mountains. The Rocky Mountains cut through Montana from the northeast corner to the southeast corner of the state.

The total area of Montana is 147,046 square miles. This size makes Montana the fourth largest state in the nation.

Although the Rocky Mountains are the most popular feature of Montana, most of Montana is part of the Great Plains. This is where the land is flat and without trees.

The capital of Montana is Helena. In 1805, Helena was first visited by the Lewis and Clark Expedition. In 1864, gold was discovered in Helena. Today, Helena is a **financial** and transportation center for nearby farms and mining towns.

The state bird of Montana is the Western Meadowlark. The state flower is the Bitterroot, and the state tree is the Ponderosa Pine. Montana's motto is "Gold and Silver."



THE BATTLE OF ROSEBUD CREEK

General Crook knew that the Native Americans had gathered. He didn't know where they were or how many thousands of Native Americans were together. Crook marched his troops north toward the Powder River area of Montana. This was a favorite hunting grounds of the Plains tribes.

Crazy Horse had Cheyenne spies watching for General Crook and his troops. On June 16, 1876, General Crook and more than 1,000 soldiers were seen approaching the camp. Chief Crazy Horse gathered the Sioux and Cheyenne leaders. They decided it was time to fight.

Crazy Horse instructed half of his warriors to stay behind and protect the camp. When darkness came, Crazy Horse marched 1,600 Sioux and Cheyenne warriors toward Montana's Rosebud Creek Valley. As the sun came up, Crazy Horse and his warriors attacked.

General Crook and his men were helped by the Crow and Shoshone tribes. The Crow and Shoshone were enemies of the Sioux and Cheyenne. Both sides fought until they ran out of **ammunition**. Crazy Horse lost just 13 warriors during the battle. General Crook lost 28 men. Both groups claimed victory for the Battle of Rosebud Creek.

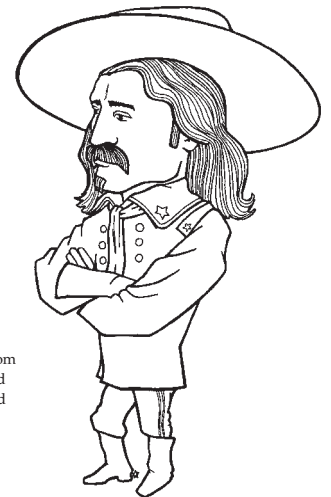
THE BATTLE OF LITTLE BIGHORN

Chief Crazy Horse moved his people from Rosebud Creek. They traveled west and settled along the Little Bighorn River. Tepees stretched for three miles along the river. Never had so many Native Americans gathered to battle a single enemy.

On June 25, 1876, Crazy Horse and his Cheyenne and Sioux warriors were surprised by George Custer and his soldiers along the Little Bighorn River.

Custer quickly found that his army was **outnumbered** by the Native Americans. Within two hours, Custer and his entire group of 210 soldiers had been killed.

The battle continued long into the night as the Native Americans fought two other groups of United States soldiers. The Army sent more troops to help the soldiers. By the time the fresh soldiers arrived, Chief Crazy Horse and his warriors had left the area.



GEORGE CUSTER



★ ★ ★ ★ ★ MONTANA ★ ★ ★ ★ ★

Directions: Read each question. Darken the circle for the correct answer.

- 1 Montana has been known by all of the following nicknames **except** –
 - A Big Sky Country State
 - B North Star State
 - C Treasure State
 - D Bonanza State
- 2 Which nickname listed in Number 1 is used to describe Montana's wide open spaces?
 - F Big Sky Country State
 - G North Star State
 - H Treasure State
 - J Bonanza state
- 3 Why did Lewis and Clark take Sacagawea on their expedition?
 - A They bought her as a slave from the Mandan tribe.
 - B They wanted her to take care of the children on the expedition.
 - C They needed her to help them communicate with Native American tribes.
 - D They wanted her to name all of the canyons and rivers along the expedition.
- 4 Which word best describes how Chief Crazy Horse must have felt after the Battle of Little Bighorn?
 - F defeated
 - G saddened
 - H lonely
 - J victorious

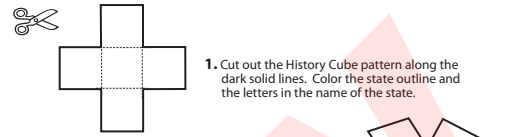
Directions: Darken the circle for the word or phrase that means the **opposite** of the underlined word.

- 5 scientists' theory.
 - A belief
 - B idea
 - C opinion
 - D fact
- 6 birds and reptiles.
 - F cold blooded
 - G scales or bony plates
 - H warm blooded
 - J lizards
- 7 glaciers.
 - A geysers
 - B bodies of ice
 - C frozen
 - D hail and snow
- 8 ventured into Montana.
 - F traveled from place to place
 - G walked around
 - H stayed in one place
 - J nomad

Answers		READING	
1	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	5	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J	6	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J
3	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	7	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J	8	<input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> J

★ ★ ★ ★ ★ HISTORY CUBE ★ ★ ★ ★ ★

Part II
Follow the directions below to assemble and glue your History Cube onto the next blank page of your Montana history notebook.



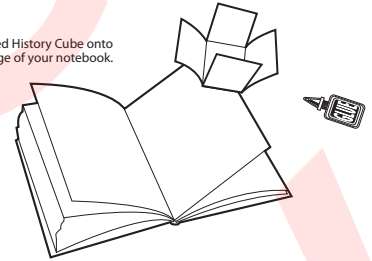
1. Cut out the History Cube pattern along the dark solid lines. Color the state outline and the letters in the name of the state.

2. Fold the pattern along the dotted lines so that the questions are on the outside.



3. Cut out the three squares with your answers to the questions on them and glue each **correct** answer on the underside of each question on the History Cube pattern. Glue one of the remaining two squares to the middle and the other remaining square on the underside of the title square.

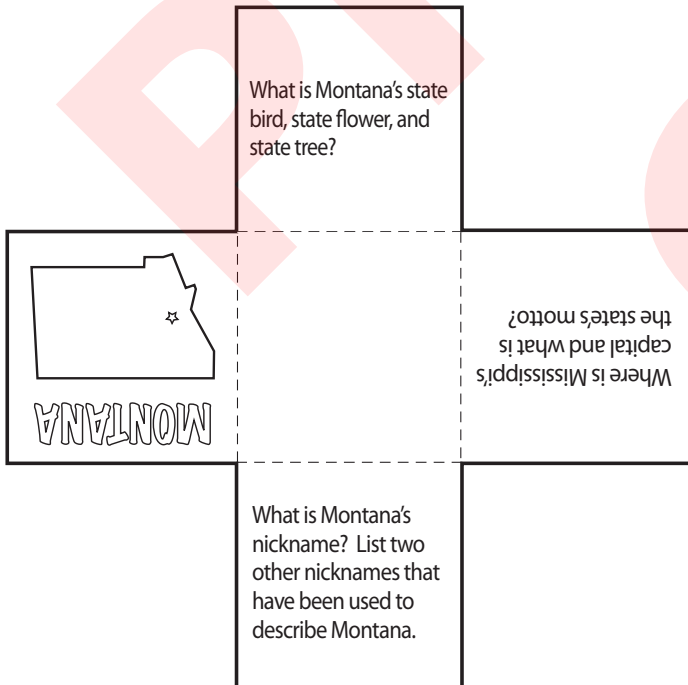
4. Glue the completed History Cube onto the next blank page of your notebook.



5. Test out your History Cube by folding the pages in to make a square. (The title page should be on top.) Read the first question and flip the square back to reveal the answer glued underneath.

★ ★ ★ ★ ★ HISTORY CUBE PATTERN ★ ★ ★ ★ ★

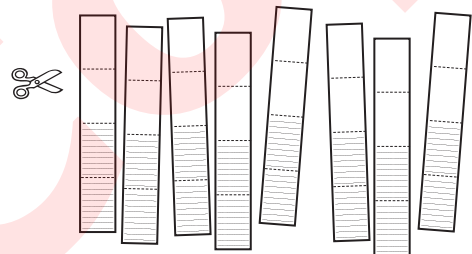
HISTORY CUBE PATTERN



★ ★ ★ ★ ★ INTERACTIVE TIME LINE ★ ★ ★ ★ ★

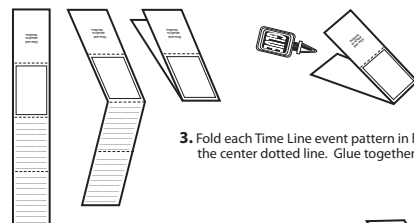
In this activity, you will use what you have learned about Montana's history to make Interactive Time Lines that tuck securely into your Montana history notebook.

Directions: Choose the next two blank face-to-face pages in your history notebook. Using the Montana History lesson and the Time Line patterns, follow the directions below and on the next page to create two Interactive Time Lines.



1. Cut out the eight Time Line event patterns along the outside bold lines.

2. Use the lesson to write two facts on the lines of each Time Line event. Use correct capitalization, spelling, and punctuation.



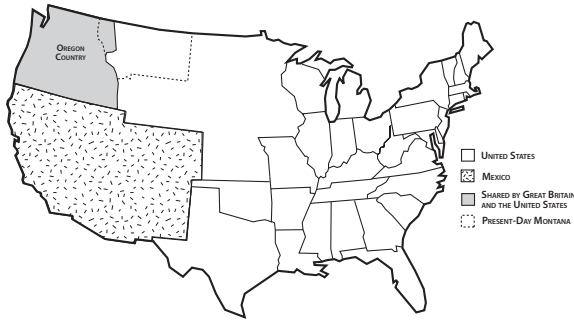
3. Fold each Time Line event pattern in half using the center dotted line. Glue together.

4. Again, fold each Time Line event pattern in half using the dotted line.

FAMOUS PEOPLE: MOUNTAIN MEN

In 1806, Lewis and Clark returned to the United States with stories of valuable fur-bearing animals in Oregon Country, an area that included present-day Washington, Oregon, and the northwest corner of Montana. American fur trappers and traders made their way toward Oregon Country.

These American mountain men had already braved **harsh** weather, Native American attacks, and fear of being captured in Mexico to trap fur-bearing animals in the Southwest. Now they turned their attention toward Oregon Country.



THE LIFE OF A MOUNTAIN MAN

The life of a mountain man was difficult. To survive in the wilderness, mountain men had to look like Native Americans. They dressed, walked, and even wore their hair like Native Americans. They traveled through all kinds of weather. They fought wild animals and attacks from unfriendly Native Americans.

Mountain men usually lived and worked alone. They traveled through the deserts of the Southwest and across the northern mountains without maps or roads to guide them. Everything a mountain man owned had to be carried with him. He traveled by horse and could only pack supplies that his horse could carry. One hand guided the horse while the other hand held a rifle. Gunpowder, a bullet pouch, an axe, a sharp knife, animal traps, blankets, food, and cooking supplies were rolled up in a small bundle and strapped to the horse.

Most of the furs were taken back to the United States where they were sold and made into hats. A few of the furs were sold at trading posts so the mountain men could buy flour, salt, coffee, tobacco, and more trapping supplies.

MOUNTAIN MAN STORY

Have you ever wondered what it would have been like to live back in the 1800s, and explore Oregon Country like famous mountain men John C. Frémont and Kit Carson?

In this activity, you will travel back in time and write a story about when Oregon Country was an unsettled and dangerous place to explore.

- Directions:**
- Before beginning your story, organize your thoughts by answering the five questions below and on the next page.
 - Write your rough draft on separate paper and have it edited. Make sure you include all of the details from the five questions you answered. Have your rough draft checked for proper *capitalization, spelling, grammar, and punctuation*.
 - Write your final draft on the special paper provided by your teacher. Attach extra paper if you need more space.
 - Be prepared to read your story aloud to the rest of the class!



1. Give yourself a "Mountain Man" name. Describe who you were and what you looked like.

2. Explain your reason for traveling to Oregon Country.

VOCABULARY QUIZ

MONTANA

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

- _____ tourist
- _____ financial
- _____ pelts
- _____ trespassers
- _____ ventured
- _____ criminals
- _____ interpreter
- _____ theory
- _____ saloons
- _____ violated
- _____ ammunition
- _____ minerals
- _____ climate
- _____ rumors
- _____ addicted
- _____ harsh
- _____ outnumbered
- _____ allies
- _____ elected



- not able to stop using alcohol or other harmful drugs.
- groups of people who come together to help one another in times of trouble.
- bullets and explosive items used in war.
- the average weather conditions of a place over a period of years.
- people who break the law.
- selected leaders by voting for them.
- having to do with money.
- very uncomfortable conditions.
- someone who turns speech from one language into another language so both parties can understand each other.
- substances found below ground that are useful to humans, including ore, coal, petroleum, natural gas, water, and gems.
- having more people on one side.
- skins and furs of animals.
- statements spread from person to person that may or may not be true.
- buildings where alcohol is served. were risks and dangers.
- a belief based on scientific facts and data.
- someone who travels for pleasure.
- people who enter someone else's property without permission.
- continued ahead even though there were risks and dangers.
- broke the rules.

GLOSSARY

- am•ban•doned** gave up completely.
- ad•dict•ed** not able to stop using alcohol or other harmful drugs.
- am•bu•shed** attacked without warning.
- am•mu•ni•tion** bullets and explosive items used in war.
- ap•point•ed** chosen or selected.
- ar•chae•ol•o•gists** scientists who study past human life by looking at prehistoric fossils and tools.
- ar•id** an area which does not receive enough rainfall to support farming.
- ar•ti•facts** objects and tools used by early humans for eating, cooking, and hunting.
- bar•ley** a grass that is grown for its grain and generally used to make malt or feed farm animals.
- bi•son** buffalo.
- black•smith** a person who makes things by heating and hammering iron into different shapes.
- bor•der** dividing line.
- ca•nals** man-made waterways for boats or for watering crops.
- cap•i•tal** the city that serves as the center of government for the state.
- cap•i•tol** the building where the government meets to make important decisions for the state.
- cap•tive** a prisoner who has been taken by force without permission.
- cav•al•ry** military troops riding on horseback.
- cen•ten•ni•al** a 100 year celebration.
- Civ•il War** the war fought from 1861 to 1865 between the Union and the Confederacy over the issue of slavery.
- cli•mate** the average weather conditions of a place over a period of years.
- col•o•nies** groups of people who are ruled by another country.
- com•ple•tion** the condition of being finished.