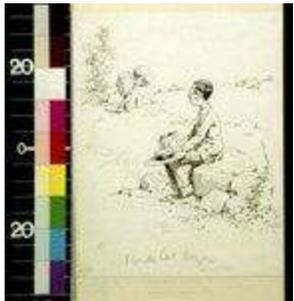
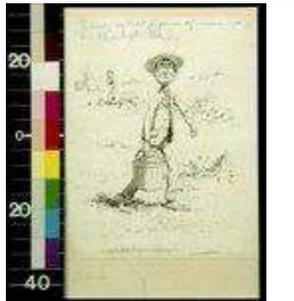


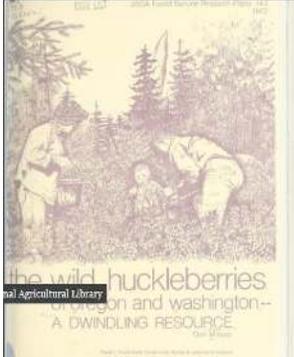
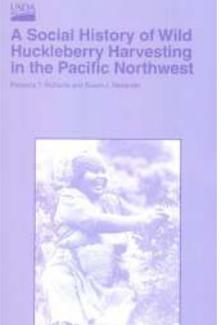
1. Title / Content Area:	Huckleberry	 
2. Developed by:	Jennifer Birnel	
3. Grade Level:	Adult Education Program	
4. Essential Question:	What role did the huckleberry play in social interaction and the economy of Montana and the Northwest during the 1900's.	
5. Contextual Paragraph	Most Montanans have eaten and/or picked huckleberries. They understand that the berry grows wild at mountain elevations and is a valuable treat. This lesson will build on that knowledge and explore a larger importance of the huckleberry in terms of social interaction and economics.	

## Annotated Resource Set (ARS)

Phase I

## 6. Resource Set

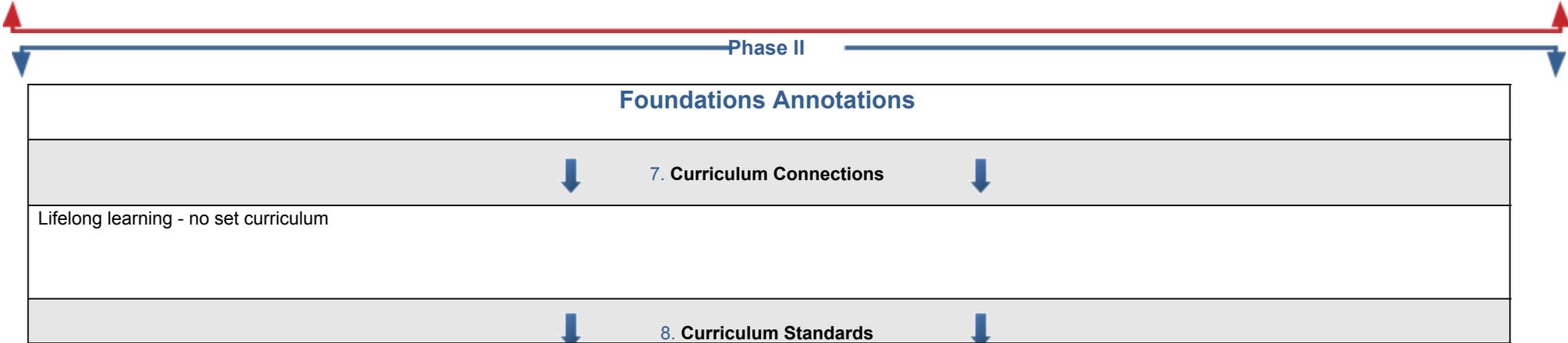
Huckleberry pie	Mr. Dinglety goes huckleberrying	Mr. Dinglety goes huckleberrying	Mr. Dinglety goes huckleberrying	Mr. Dinglety goes huckleberrying	Huckleberry Camp, Lake McDonald.
<ul style="list-style-type: none"> <li>• <b>Recording Title</b> Huckleberry pie</li> <li>• <b>Composer</b> <a href="#">George Botsford</a></li> <li>• <b>Lyricist</b> <a href="#">Jean C. Havez</a></li> <li>• <b>Soprano vocal</b> <a href="#">Ada Jones</a></li> <li>• <b>Tenor vocal</b> <a href="#">Billy Murray</a></li> </ul>	<p>(1885) Cartoon with 4 frames including:</p> <p>1. [Mr. Dinglety waiting while boy picks berries] (frame: 2a-15269; call no.: CAI - Wilder, no. 5a (A size)) --</p>	<p>2. [Mr. Dinglety paying for the berries] (frame: 2a-15270; call no.: CAI - Wilder, no. 5b (A size)) --</p>	<p>3. [Off he goes with the huckleberries] (frame: 2a-15271; call no.: CAI - Wilder, no. 5c (A size)) --</p>	<p>4. [Mr. Dinglety giving berries to women] (frame: 2a-15272; call no.: CAI - Wilder, no. 5d (A size)).</p>	N.A. Forsyth Stereograph
					
<a href="http://www.loc.gov/jukobox/recordings/detail/id/5025">http://www.loc.gov/jukobox/recordings/detail/id/5025</a>	<a href="https://www.loc.gov/item/2010718472/">https://www.loc.gov/item/2010718472/</a>	<a href="https://www.loc.gov/resource/cai.2a15270/">https://www.loc.gov/resource/cai.2a15270/</a>	<a href="https://www.loc.gov/resource/cai.2a15271/">https://www.loc.gov/resource/cai.2a15271/</a>	<a href="https://www.loc.gov/resource/cai.2a15272/">https://www.loc.gov/resource/cai.2a15272/</a>	<a href="http://mtmemory.org/cdm/singleitem/collection/p267301coll3/id/2695/rec/39">http://mtmemory.org/cdm/singleitem/collection/p267301coll3/id/2695/rec/39</a>

<p>Huckleberry pickers show the results of their effort</p>	<p>Good Eats</p>	<p>Historic Overview of The Kootenai National Forest Southern Region, Volume 1</p>	<p>Yakima woman picking huckleberries</p>	<p>The wild huckleberries of Oregon and Washington : a dwindling resource</p>	<p>A Social History of Wild Huckleberry Harvesting in the Pacific Northwest</p>
<p>Photograph of a group of people sitting behind an automobile showing off buckets of huckleberries that they picked. Four adults and two children pose for the photograph while another man is behind the wheel of the automobile. Portions of the mill and Blackfoot Canyon are visible in the hazy background. Photo caption reads: Lloyd and Marion Pearson, Allan Sampson. Standing behind them, Tommy Edlund, Sigrid Pearson, Adolf Gunderson.</p>	<p>Fruit Dumping recipe from the Good Eats cook book created by the Daughters of Rebekah.</p>	<p>Detailed history of Kootenai National Forest (Mont.) from 1814-1950 including in-depth studies of the fur trade, British period, trade and travel routes, agriculture, settlement, towns, mining, timber, and U.S. Forest Service management  P. 314-315</p>	<p>Yakima woman with woven baskets picking huckleberries, Columbia National Forest, Washington.</p>	<p>1972</p>	<p>Huckleberry industry boom and decline by Rebecca Richards and Susan Alexander</p>
 <p>From Deane's Catalog, Andrew &amp; George Co. Catalog, Portland, Ore., University of Michigan/Reel</p>		<p>Huckleberries. Huckleberries had long been collected in family carriages and carried to home and sold to grow in better areas. Huckleberries were planted by the Indians and Kootenai and later by the U.S. Forest Service. During the 1930s and 1940s, when jobs were scarce, huckleberry picking was an industry in the Kootenai National Forest. Huckleberries were planted along Jack's Creek and Lewis Creek during early years of logging (1900s, 1910s, 1920s). The mountain forest areas were another area where huckleberries were abundant (Young Women's Project of the Kootenai Forest 1978/2004). Today and they "Pickers" (mostly men) are 4000 higher Americans, white and children, gathering berries in the West Forest area each August. The Western Forestry Service huckleberries for 20 years a gallon and sold them to the company on business in the Kootenai National Forest of the App. Waters Group (1933-1951). Later the Forest Service decided that during the Depression there were about 200 berry pickers on the mountain and to have to be the best berry picker. After picking was done by hand and all were made mechanical pickers. It took 10 hours to pick five gallons by hand but when the berry picker machine was invented, one picker could pick about 10 gallons in 10 hours (1932). An estimated 20,000 gallons of huckleberries were taken from Lincoln County in an average year (1932-1933). Wild berries were sold in cans by the Forest and National, Montana and Utah (1932-1933). Wild berries had been sold in Seattle in Spokane. Some berries were shipped through the Forest Service. The huckleberry industry was an important one. There was a time when the agency considered the crop as a commodity. Foresters considered huckleberries as such a commodity as they had to bring and were picking along with on their mountain that had logging camps. Kootenai National Forest Supervisor Wilson had the industry should be regulated (1932-33). "Berry pickers" in the Kootenai National Forest were made more by pickers during the huckleberry season. With a decreasing amount of commercial huckleberries, Supervisor S.A. Kibler noted that huckleberry pickers, working just after noon, needed the shade of coniferous trees. "Huckleberry pickers and the berries" (Mont. 1977-78). Berry pickers usually brought their own supplies, some had tents, and they set up in a camp several of days. Kibler reported, "The best type of campsite for berry pickers... would be an open field with suitable facilities" (Kibler 1937-38).</p>			
<p><a href="http://mtmemory.org/cdm/singleitem/collectio/p15018coll37/id/2524">http://mtmemory.org/cdm/singleitem/collectio/p15018coll37/id/2524</a></p>	<p><a href="http://mtmemory.org/cdm/compoundobject/collecion/p16013coll70/id">http://mtmemory.org/cdm/compoundobject/collecion/p16013coll70/id</a></p>	<p><a href="http://mtmemory.org/cdm/compoundobject/collecion/p15018coll43/id">http://mtmemory.org/cdm/compoundobject/collecion/p15018coll43/id</a></p>	<p><a href="http://www.mtmemory.org/cdm/ref/collection/">http://www.mtmemory.org/cdm/ref/collection/</a></p>	<p><a href="http://www.biodiversitylibrary.org/item/165483">http://www.biodiversitylibrary.org/item/165483</a></p>	<p><a href="https://babel.hathitrust.org/cgi/pt?id=umn.31951d02977057e;view=1up">https://babel.hathitrust.org/cgi/pt?id=umn.31951d02977057e;view=1up</a></p>

<a href="#">/rec/12</a>	<a href="#">/55/rec/30</a>	<a href="#">/9914/rec/19</a>	<a href="#">p16013coll27/id/4326</a>	<a href="#">#page/2/mode/1up</a>	<a href="#">:seq=33</a>
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Notes/Comments:

(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)
(Context)	(Context)	(Context)	(Context)	(Context)	(Context)
					
(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)



Lifelong learning - no set standards



**9. Content & Thinking Objectives**



Observe, Reflect, and Question the images from the cartoon, Mr. Dingley goes Huckleberrying.

Read primary source quotes and identify which quotes support the information on each slide of the PowerPoint presentation.



**10. Inquiry Activities & Strategies**



Search for related articles on <http://montanane newspapers.org>

Share favorite recipes



**11. Assessment Strategies**



Assessment for adult program will be observation and direct feedback.

**Other Resources**



**12. Web Resources**



↓ 13. Secondary Sources ↓
↓ 14. Print and Other Media Resources ↓

## ARS Component Guide

## Phase I Components

- 1. Title / Content Area:** Provide the title of the ARS. If the title doesn't explicitly denote the sets theme, please also provide a content area (e.g. Environment, Government, Immigration, War/Military, Women's History, etc.).
- 2. Developed by:** Provide your name and any other contributors to the ARS.
- 3. Grade Level:** Provide the grade level(s) for which the set is to be taught.
- 4. Essential Question:** Provide an essential question that encompasses the set theme and that could be used as a launching point for use in the classroom.
- 5. Contextual Paragraph for Resource Set:** Provide a short paragraph explaining the resource set and describing the context in which the set is to be used
- 6. Resource Set:** Provide titles, context, thumbnails and addresses for specific resources. It isn't necessary to provide a thumbnail for all resources (e.g. audio and video files).  
**Important:** Be sure to use a permanent URL and check your hyperlinks for all resources.

## Phase II Components

- 7. Curriculum Standards:** Provide local, state or national standards that could be addressed through the use of the ARS and subsequent activities
- 8. Curriculum Connections:** Provide other curriculum areas to which this set of resources could be applied
- 9. Content & Thinking Objectives:** Provide objectives to be met through the use of the ARS and subsequent activities
- 10. Inquiry Activities & Strategies:** Provide specific strategies and learning activities which the ARS will be used to support
- 11. Assessment Strategies:** Provide assessment methods which will be used to demonstrate student learning after the use of the ARS and subsequent activities

## Other Resources

- 12. Secondary Sources:** Provide any secondary sources that could be used to supplement the ARS
- 13. Web Resources:** Provide links to any additional web resources that could be used to supplement the ARS
- 14. Print and Other Media Resources:** Provide other resources that could be used to supplement the ARS