1.Title / Content Area:	The Confluence of the Clark Fork of the Columbia River and Blackfoot River	
2. Developed by:	Shirley Peters	
3. Grade Level:	3	
4. Essential Question:	How has the confluence of the Clark Fork River and Blackfoot River been used by Indians and other people throughout time? Why is this location important to past residents and future generations?	
5. Contextual Paragraph	4 lessons, 45 minutes each culminating with a full day fieldtrip to the confluence. Students will use primary resources to learn about the history of the confluence of the Clark Fork and the Blackfoot Rivers to give them background knowledge before a visit to the area. They will explore the history of the Indians in the area and present day uses of the rivers.	

Annotated Resource Set (ARS)

6. **Resource Set**					
Salish Names for Places	Settlement	Trail of Many People	Journals of Lewis and Clark Expedition	Early Recording of the Confluence	Chief Martintail
Map	Salish Camp	Proof of Indian Visitation	Visitation by Explorers	Sketch by Gustov Sohon	Salish
			July 4, 1806 Journal Entries From The Corps of Discovery		
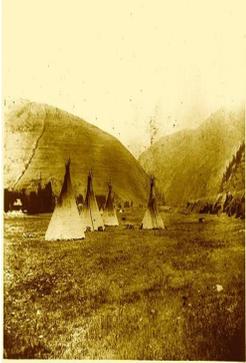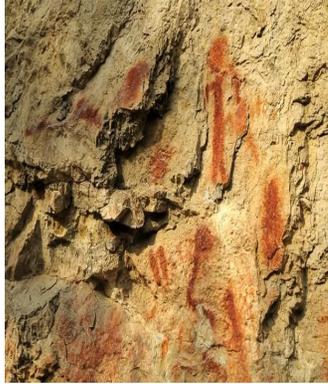
https://www.arcgis.com/sharing/rest/content/items/e22ffce6eba34fe897f189cbc097083c/resources/salish_map__1489083863465__w811.jpg	https://www.arcgis.com/sharing/rest/content/items/e22ffce6eba34fe897f189cbc097083c/resources/UM090tipisMtJumboHellgateCanyon%20-%20tri%20tone__1489608811638__w615.jpg	https://missoulian.com/the-canyon-of-first-things/article_2bd250fe-0529-11e2-95aa-001a4bcf887a.html?utm_medium=social&utm_source=email&utm_campaign=user-share	https://lewisandclarkjournals.unl.edu/item/lc.jrn.1806-07-04#n37070422e	http://www.bonnermilltownhistory.org/images/stories/cantonment_wright_sohon_ske.jpg	http://mtmemory.org/digital/api/singleitem/image/p15018coll37/1218/default.jpg?highlightTerms=montana%20--%20history%20bonner%20salish

Hell Gate Reserve	Salish and Secretary of Interior 1907	Salish and Secretary of Interior 1907	Milltown Dam May 31, 1909	Clark Fork River 1930	Hell Gate Canyon
The original map of area set aside for forest service land.	Government Interaction	Salish Dress	Power Plant	Aerial View With Labels	

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https://www.loc.gov/item/2012593366/	https://www.loc.gov/item/2018648378/	https://www.loc.gov/resource/ppmsca.55876/	https://www.loc.gov/resource/hhh.mt0182.photos/?sp=7	https://cdn.loc.gov/service/pnp/habshaer/mt/mt0100/mt0182/photos/100703pv.jpg	http://www.lewis-clark.org/media/new-images/Stev_Stanley-Hellgate.jpg

Notes/Comments:

Missoulian Article	EPA Article	Topographical Map	Chief Charlo	Salish Woman	(Resource Title Here)
Use of the Confluence	Removal of the Dam	Historical Map	Salish Chief 1891	Woman with Cradleboard 1917	(Context)
					Image Placeholder

Teaching with Primary Sources - Annotated Resource Set

https://missoulian.com/news/local/the-view-from-the-bluff-lives-and-games-played-out/article_3bc85d4b-0ca1-59bd-ab5c-e912ab91ba3e.html	https://archive.epa.gov/epapages/newsroom_archive/newsreleases/89ace1640cc04283852573de007887f8.html	http://legacy.lib.utexas.edu/maps/topo/montana/txu-pclmaps-topo-mt-bonner-1900.jpg	http://what-when-how.com/wp-content/uploads/2011/06/tmpA52_thumb.jpg	https://www.flickr.com/photos/27772396@N07/5680722083	(Resource Link Here)

(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)	(Resource Title Here)
(Context)	(Context)	(Context)	(Context)	(Context)	(Context)
Image Placeholder	Image Placeholder	Image Placeholder	Image Placeholder	Image Placeholder	Image Placeholder
(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)	(Resource Link Here)

Notes/Comments:

Teaching with Primary Sources - Annotated Resource Set

Foundations Annotations

7. Curriculum Connections

Social Studies

Writing

Science

8. Curriculum Standards

Montana Social Studies Content Standard 3: Students apply geographic knowledge and skills (e.g. Location, place, human/environmental interactions, movement, and regions).

Benchmark 3.5 Use appropriate geographic resources (e.g. atlases, databases, charts, grid systems, technology, graphs, maps) to gather information about local communities, reservations, Montana, the United States, and the world.

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

Benchmark 4.1 Identify and use various sources of information (e.g. artifacts, diaries, photographs, charts, biographies, paintings, architecture, songs) to develop an understanding

of the past

Benchmark 4.2 Use a timeline to select, organize, and sequence information describing eras in history

Benchmark 4.7 Explain the history, culture, and current status of the American Indian tribes in Montana and the United States

Teaching with Primary Sources - Annotated Resource Set

Writing Standard 3 Research to build and present knowledge.

Benchmark 3.7 Conduct short research projects that build knowledge about a topic. Include sources by and about American Indians

Benchmark 3.8 Recall information from experiences or gathering information from print and digital sources; take brief notes on sources and sort evidence into provided categories

and include sources by and about American Indi

9. Content & Thinking Objectives

Students will use maps to locate the confluence and its relationship to present day Indian locations.

Students will be able to compare historical uses of the confluence.

Students will be able to observe the differences in primary sources.

Students will be able to articulate the importance of this area to the past and present populations.

Students will be able to identify the historical homelands and current lands of the Salish.

Students will be able to articulate the importance of the Blackfoot River in the life cycle of the Bull Trout.

10. Inquiry Activities & Strategies

http://www.loc.gov/teachers/usingprimarysources/

http://www.loc.gov/teachers/usingprimarysources/whyuse.html

http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/article.html

Each student will be assigned a certain aspect of the history to research. After research is done, students will report back on their findings.

Bull Trout's Gift: A Salish Story about the Value of Reciprocity will be read to the students if it available.

A fieldtrip to the Confluence will be the culminating activity.

⬇ 11. **Assessment Strategies** ⬇
Student presentations will be used to assess learning. Students will construct a timeline using photographs and other resources and label the timeline with the significance of the event or picture. Students will be able to explain the life cycle of the Bull Trout. (If *Bull Trout's Gift* is used)

Other Resources
⬇ 12. **Web Resources** ⬇
https://lc-triballegacy.org/video.php?vid=486&era=2&subcat=2B http://www.lewis-clark.org/article/2301
⬇ 13. **Secondary Sources** ⬇

https://missoulian.com/news/local/the-view-from-the-bluff-lives-and-games-played-out/article_3bc85d4b-0ca1-59bd-ab5c-e912ab91ba3e.html

https://missoulia.com/news/local/ten-years-of-give-and-get-at-milltown-confluence/article_2c6c93c4-85de-55c4-adb9-ccbd97572911.html

http://www.umt.edu/this-is-montana/columns/stories/yellowstone-hellgate.php

https://archive.epa.gov/epapages/newsroom_archive/newsreleases/89ace1640cc04283852573de007887f8.html

http://svcalt.mt.gov/education/textbook/Chapter7/Chapter7.pdf pgs. 124 -129

https://missoulian.com/news/local/of-bull-trout-rivers-lumberjacks-indians-bonner-culture-encapsulated-in/article_94011e78-d7e1-53a1-a735-6a416bcce1f2.html

Bull Trout's Gift: A Salish Story about the Value of Reciprocity by Confederated Salish and Kootenai Tribes http://exploretheriver.org

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

Teaching with Primary Sources - Annotated Resource Set