PlaceNames



Journal

Distributed by:

Montana Office of Public Instruction
Denise Juneau, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Student Name _____

PlaceNames Journal Lesson 1

Date: _____

Name: _____

Title: Establishing a Sense of Place

1. What seasonal changes do you look for as signs of spring? Summer? Fall? Winter?

2. Do you have a favorite place, outdoors, where you like to spend time? Why is this place important to you? Which time of year do you visit this area? What is the weather like?

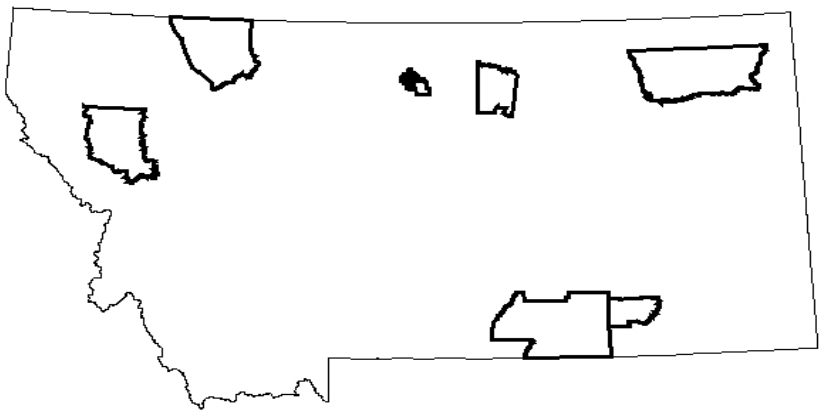
PlaceNames Journal Lesson 1

Date: _____

Name: _____

Title: Establishing a Sense of Place

1. Circle the location of the Flathead Indian Reservation on the Montana map below. What three tribal nations are affiliated with this reservation?



Affiliated Tribal Nations:

_____

_____

_____

PlaceNames Journal Lesson 2

Date: _____

Name: _____

Title: Seasons of the Salish~Pend d'Oreille

1. What are three important tribal activities explored in the video?

2. What repeating cycles do the Salish ~ Pend d'Oreille use to organize when these activities take place?

3. What signs of seasonal change do the Salish ~ Pend d'Oreille observe or monitor?

4. When does the Salish ~ Pend d'Oreille New Year begin? Why?

PlaceNames Journal Lesson 3

Date: _____

Name: _____

Title: What's in a Calendar - Animal/Plant Life Cycle Research Report

Name of Species:

Photo or Drawing of Species:

Habitat:

Distribution:

PlaceNames Journal Lesson 3

Date: _____

Name: _____

Title: What's in a Calendar - Animal/Plant Life Cycle Research Report

Life Cycle:

Hunting/Harvesting Season:

Conservation Status:

Cultural Significance:

PlaceNames Journal Lesson 4

Date: _____

Name: _____

Title: Navigating Google Earth

1. Identify three new features you discovered while using Google Earth to look at your home and school. Why did you choose these features?

2. How has the use of Google Earth developed a different perspective about your home and school?

A Google Earth Scavenger Hunt

THIS ACTIVITY IS DESIGNED FOR GOOGLE EARTH VERSION 4.0 OR HIGHER; SOME FUNCTIONS MAY NOT WORK IN EARLIER VERSIONS.

1. Find your house and the school in Google Earth.

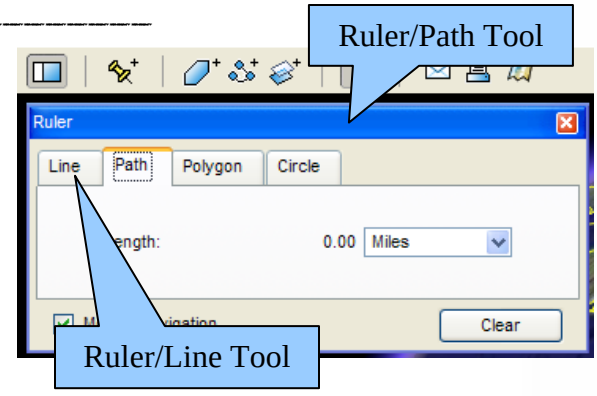
   What is the latitude and longitude of your house?

   Latitude_____
   Longitude_____

   What is the latitude and longitude of the school?

   Latitude_____
   Longitude_____

2. In Google Earth, use the ruler/path tool to draw the route of your bus or car to the school. Determine the distance in miles.



   Hint: To draw a path, click the left mouse button to begin drawing and click each time to place an anchor point. Click on the clear button to clear your path.

   Distance _____

3. What is meant by the term "as the crow flies?"

4. In Google Earth, draw the route from your house to school "as the crow flies" using ruler/line. Determine the distance in miles.

   Distance_____

5. What is the mathematical difference between the two distances?

   Difference _____

6. Using the same tools as above, determine the distance from your house to the house of a friend or relative. You may choose to use a route (navigating via roads) or you may choose to navigate "as the crow flies."

   Type of navigation_____

   Distance to location_____

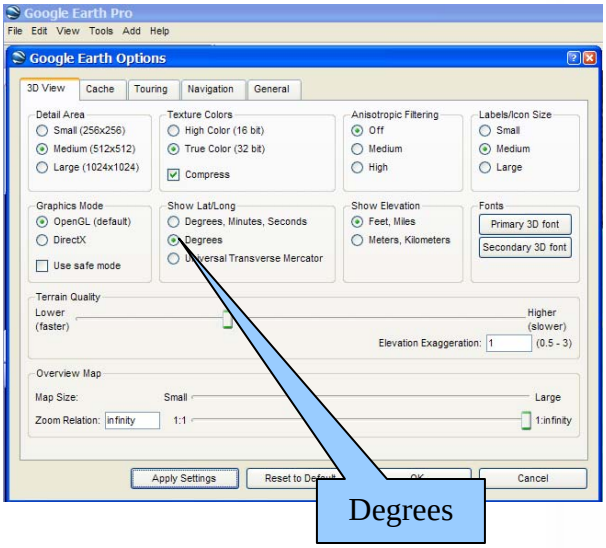
7. Closely look at the Missoula or your hometown image in Google Earth. Determine these aspects of the image.

   Season the image was taken _____

   Year the image was taken _____

8. Use Google Earth to look around the area you live in. Name three geographic features (rivers, lakes, mountains, etc...) close to your home and school. *Hint: You may have to turn on the "Geographic Features" item in the Layers Panel.*

9. Now let's add a new data layer to Google Earth. Use the Open command on the File toolbar to navigate to saved Google Earth files – either KMZ or KML files. *Hint: Uncheck and close any open (active) place files in the Places directory – this will make it easier for you to find newly added files.* Add the data layer called Montana Indian Reservations. This file contains all of the reservations within Montana, with links to their websites. Once you have added the data layer, look for it in the Places directory under the name Montana Indian Reservations. If the layer is not turned on, click in the box to the left of the layer name; a check mark should appear in the box. Next, click on the plus sign to the left of the check box to expand the window to see all of the reservations. Click on each item to learn more about each reservation.



10. Click on each reservation to navigate to each and add the latitude, longitude and altitude for each. *Hint: To find the latitude, longitude, and altitude look to the bottom of the Google Earth Screen. The latitude and longitude are located on the bottom left of the screen and the altitude is located on the bottom right of the screen. You may have to change the latitude and longitude to degrees. To do this click on "Tools" and "Options".*

Reservation	Latitude (DD)	Longitude (DD)	Altitude
Flathead			
Blackfeet			
Rocky Boy's			
Fort Belknap			
Fort Peck			
Northern Cheyenne			
Crow			

PlaceNames Journal Lesson 5

Date: _____

Name: _____

Title: Google Earth Tour of the Flathead Reservation

1. Why was the Allotment Act so devastating for Indian people?

2. What was the purpose for the St. Ignatius Mission from a Salish ~ Pend d'Oreille perspective?

3. Who were the "Blackrobes"?

4. How did the National Bison Range Come to Be?

PlaceNames Journal Lesson 5

Date: _____

Name: _____

Title: Google Earth Tour of the Flathead Reservation

5. Were tribal members in support of building the Kerr Dam? Why or why not?

6. What two companies supported the building of the Kerr Dam? What were their interests?

PlaceNames Journal Lesson 6

Date: _____

Name: _____

Title: Naming Game

1. What are your personal feelings on perspective?

2. Why is important to consider how things are named?

3. Why do some people feel that the names given to certain places are so important?

4. What was one thing you learned from this activity?

PlaceNames Journal Lesson 7

Date: _____

Name: _____

Title: Your Turn to Build a Google Earth Tour

1. Describe your special place. Identify the geographic features found in your special place, the smells, the sounds, the feelings, etc...

2. Why is this place important to you?

3. What kinds of things do you do at your special place?

PlaceNames Journal Lesson 7

Date: _____

Name: _____

Title: Your Turn to Build a Google Earth Tour

4. Reflect on why you chose your special place. Share some of your own personal experiences you have had in your special place.

PlaceNames Journal Lesson 8

Date: _____

Name: _____

Title: Salish Pend d'Oreille PlaceNames Tour

1. What feelings do you associate with your special place (list some words that come to mind as you think of your special place)?

5. How would you feel if, much like the Salish ~ Pend d'Oreille have experienced, your special place was destroyed and replaced by something else, something newer?

PlaceNames Journal Lesson 9

Date: _____

Name: _____

Title: Google Earth Gallery Walk

1. Why is this place important to you?

2. In your special place, what seasonal changes do you observe?

3. What life cycle might be observable in your special place?

4. How will this life cycle change across the seasons? For example, if your species is a plant, does it flower in the spring? Summer? Fall? If your species is an animal, what activities is it engaged in during the spring, summer, fall, and winter?

5. What is your species conservation status? What can you do to aid in the preservation of your place and conservation of the species you chose to highlight?

PlaceNames Journal Lesson 10

Date: _____

Name: _____

Title: Giving Back to the Elders

(Return Address) _____

_____

(Date) _____

Dear Salish-Pend d'Oreille Elders, (Greeting)

(Body) _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

PlaceNames Journal

Date: _____

Title: What's in a Calendar – Example Animal/Plant Life Cycle Research Report

Name of Species: Bull Trout (Salvelinus confluentus)

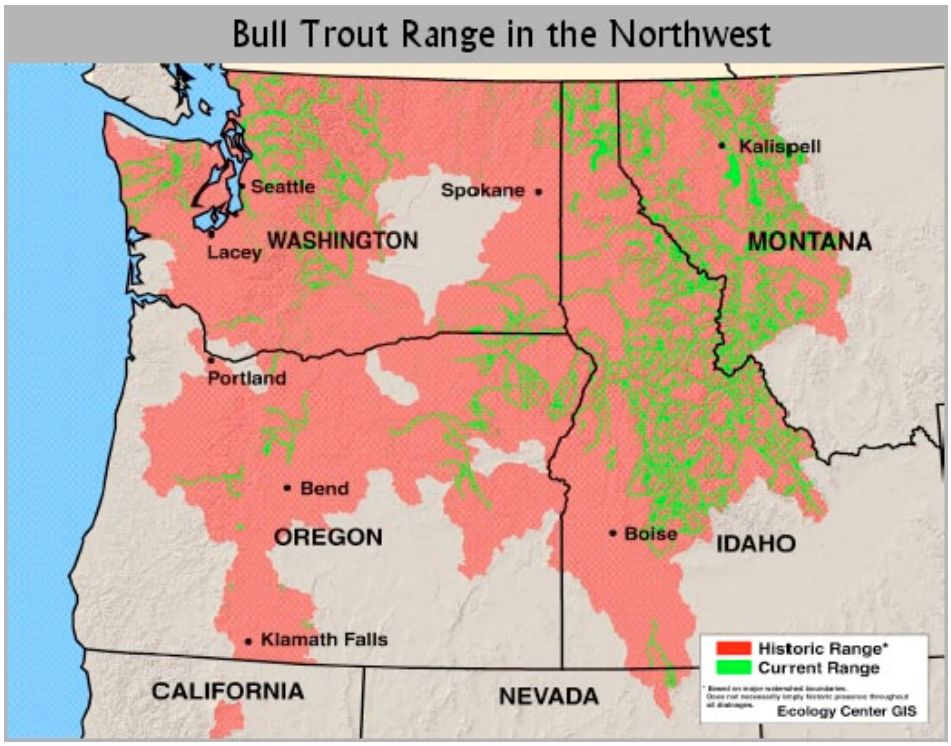
Photo or Drawing of Species:



(Picture from Montana Fish, Wildlife, and Parks online Animal Field Guide http://fwp.mt.gov/fieldguide/mediaDisplay.aspx?id=4667&elcode=AFCHA05020).

Habitat: "Does best in large cold-water streams and lakes, but also found in smaller bodies of water. Lake dwellers ascend streams to spawn" (excerpted from, "Identification of Montana's Most Common Game and Sport Fishes," a publication of the Montana Fish, Wildlife, and Parks).

Distribution:



Map developed by the Wild Rockies Alliance (www.wildrockiesalliance.org/.../maps/BTmap.jpg

Life Cycle:

"For thousands of years bull trout have traveled some of the longest migration routes of any trout in North America. Once common throughout the inland Pacific Northwest, bull trout now live in reduced numbers in five western states. Montana is the bull trout's stronghold, but even here bull trout face a good chance of extinction. Over the eons, bull trout have developed three different life styles: Some spend their entire lives in small tributaries; others live as adults in rivers and enter tributaries to spawn; still others live as adults in lakes, like Flathead Lake. Bull trout spawn in the fall about the time larch needles turn golden. Their eggs remain six inches deep in spawning gravels until spring, when the eggs hatch and the small fry emerge. Young bull trout then huddle among the stream bottom rocks for several years before migrating downstream to bigger streams or lakes. This makes the bull trout highly sensitive to changes in stream bottom habitat and makes bull trout prime indicators of stream health" excerpted from Montana Fish, Wildlife and Parks Publication: Save the Bull Trout. Another good source for life cycle facts is: US Fish and Wildlife Publication: Bull Trout Facts online at http://training.fws.gov/library/Pubs1/bulltrout.pdf).

Diet: The bull trout's major food source is other fish.

Harvesting Season: Hungry Horse Reservoir, Lake Koocanusa and the South Fork Flathead River are open for a regulated and experimental bull trout angling season. All other waters are closed to intentional fishing.

Conservation Status: Bull trout are Montana's largest and rarest native trout, and are currently listed as a threatened species under the Endangered Species Act. "Due to their life history requirements, bull trout are more sensitive to increased water temperatures, poor water quality, and low flow conditions. Conservation efforts require efforts to change, reduce, or eliminate activities that degrade streams and rivers.

Cultural Significance: The Confederated Salish and Kootenai Tribes of western Montana intend to spend $18 million on the recovery of a bull trout fishery in the Jocko River because of its cultural importance. Traditionally, the bull trout was an important food source for the Salish ~ Pend d'Oreille people. "The people traditionally fished with hook and line and with a variety of fish traps. The fish would be cooked and eaten right away or dried and stored for eating in winter. . . where Rattlesnake Creek flows into the Clark's Fork River, just across the river from the University of Montana . . . this was an important and abundant place for catching bull trout" (excerpted from The Salish People and the Lewis & Clark Expedition, authored by the Salish~Pend d'Oreille Culture Committee and Elders Cultural Advisory Council, Confederated Salish and Kootenai Tribes, 2005).