

CROWN OF THE CONTINENT ECOSYSTEM EDUCATION ACTIVITY:
CROWN HISTORY JEOPARDY

January 14, 2004

GRADE (S): 7-12

STANDARDS/CURRICULUM CONNECTIONS:

Montana Content Standards:

Social Studies

- Standard 3: Apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement and regions).
- Standard 4: Demonstrate an understanding of the effects of time, continuity and change on historical and future perspectives and relationships.

Science

- Standard 5: Understand how scientific knowledge and technological developments impact society.
- Standard 6: Understand historical developments in science and technology.

Alberta Curriculum Connections

(Compiled by Dee Bjorn, Waterton Lakes National Park - Jan. 04)

Grade 7 Links:

- English Language Arts
- Science
 - Interactions & Ecosystems
 - Plants for Food & Fibre
- Social Studies
 - Culture
 - Canada: A Bilingual & Multicultural Country
- Ethics (Optional Course)

Grade 8 Links:

- English Language Arts
- Social Studies
- Geography of Canada and the United States
- Canada: History to the 20th Century
- Ethics (Optional Course)

Grade 9 Links:

- English Language Arts

High School Links:

- English Language Arts - 16, 26, 36
- Social Studies - 10
- Canada and the Modern World

COCEEC CONCEPT: Human Component of the Crown of the Continent Ecosystem

SUBJECT(S): History, Social Studies

SKILLS: Research, reading comprehension,

DURATION: 2 Class Periods

SETTING(S): Classroom

OBJECTIVES:

Students will:

Explore the history of human activities within the Crown of the Continent Ecosystem (COCE).

OUTLINE:

Refer to chapters 1 and 2 in the "Crown of the Continent - Profile of a Treasured Landscape" Chapter 1 discusses the concept of an ecosystem, and specifically the COCE. Chapter 2 gives a brief history of the people who have lived in the COCE throughout history.

MATERIALS:

- "Crown of the Continent - Profile of a Treasured Landscape"
- Jeopardy game transparency and teacher's answer sheet (provided at the end of this lesson)

PROCEDURE:

ACTIVITY:

Students read chapters 1 and 2 in the "Crown of the Continent - Profile of a Treasured Landscape"

Jeopardy – Students compete individually or in teams. Use the questions and answers provided at the end of this lesson (or create some of your own based on the information in chapters 1 and 2) to create a classroom Jeopardy game. Transfer the game layout onto transparency film, place it on an overhead for the entire class to see, and mark out the squares as they are used. Played like the game show, students are given the answer for the subject and point value they have chosen, and they must tell you the correct question for the answer. If the question is correct, it is added to their score, if it is incorrect it is subtracted from their score. *I.E. If the student chose Prehistory for 100 points, the teacher tells them the answer, "Pishkun" and the student must give the question, "What is a buffalo jump?"* Questions will not always be exactly as written in the game, but should contain the vital elements to be considered correct.

Students can choose to risk up to all of the points that they have earned on the bonus questions. All students are given the chance to participate in this question. Each student (or team) writes down how many points they want to risk, then the teacher gives the answer to the question, and the students write down the question. Each student or team then reads aloud their question and the amount of points they chose to risk are either added to or subtracted from their total score.

EVALUATION/ASSESSMENT:

Assessment is built into the Jeopardy activity.

EXTENSION ACTIVITIES:

Field trip to local museums for exhibits regarding native people, agriculture, mining, the railroad and other historic uses of the Crown of the Continent Ecosystem (COCE) by people.

For younger students or a more basic review, turn the Jeopardy activity around. Let them answer the questions. Break students into teams, and see who can answer the questions first. Each question is worth 10 points. Bonus points are utilized the same.

Have students develop their own Jeopardy questions after they read the information, and then play the game with a mix of questions from all the students. They get a double-review with this method.

More subject areas may be covered by manipulating questions to your needs. Invite a speaker into the classroom.

RESOURCES:

Audio/Visual: *Four-Persons Agency on the Teton River* video, available at your local library or contact the Anderson Conservation Education Program of the Boone and Crockett Club at 406-472-3311.

JEOPARDY ACTIVITY

JEOPARDY ANSWERS:

Points	Pre-History	Modern Native American/Aboriginal History	Exploration and Railroads	Mining and Agriculture
100	Pishkun	Blackfeet/Kootenay(Kootenai)	Railroad Transportation	Cows and Sheep
200	Clovis People	Blackfeet (Siksika) Bloods (Kainai) Piegan (Piikanii)	Furs	Farm Crops
300	Hunting, Fishing and Gathering	79	Hudson Bay Representative	Railroad and Homestead Act
500	Big Horn Sheep	Ripple Effect	Missionaries	Gold
1000	Old North Trail	120	Pacific Railway Expedition	Coal

Bonus Points:

Waterton Lakes

Waterton-Glacier International Peace Park

George Bird Grinnell

JEOPARDY QUESTIONS AND ANSWERS

Prehistory

- 100 pishkun What is a buffalo jump?
- 200 Clovis people What is the name of the people that roamed COC 10,000 years ago?
- 300 hunting, fishing, gathering What were the economic activities of prehistoric people in the COC?
- 500 big horn sheep What was a favorite prey animal of native people of COC?
- 1000 Old North Trail What is a trail in the COC that was used by prehistoric people?

Modern Native American History

- 100 Blackfeet/Kootenay(Kootenai) Tribes What are the two Native American/Aboriginal associated with COCE?
- 200 Blackfeet (Siksika) Bloods (Kainai) Piegan (Piikanii) What are the tribes of the Blackfeet Nation?
- 300 79 What is the number of vision quest sites in COCE?
- 500 Ripple Effect What is the displacement of tribes from east to west across North America?
- 1000 120 What is the number of plant species still used by Native Americans/Aboriginals?

Exploration & Railroads

- 100 Railroad Transportation What forever changed the COCE area by providing a way to transport crops and natural resources out of the area?
- 200 Furs What did Native Americas trade for goods?
- 300 Hudson Bay Co. Representative Who was probably the first European to explore the Crown of the Continent Ecosystem?
- 500 Missionaries Who were the next people to explore the COCE after the fur traders?
- 1000 Pacific Railway Expedition What railroad explored the COCE in the 1850s?

Mining and Agriculture

- 100 Cows and Sheep What were the first primary agricultural items raised along the COCE?
- 200 Farm Crops What is an agricultural practice not suitable for the mountains of the COCE?
- 300 Railroad and the Homestead Act What brought many people to the COCE area to farm?
- 500 Gold What mineral made Helena, Montana famous?
- 1000 Coal What mineral was found in large amounts in the Crows Nest Pass area?

BONUS POINTS:

- Waterton Lakes What area in Canada is protected as a vital part of the COCE?

Waterton-Glacier International
Peace Park

What is the name of the land preserved for the
public in Canada and the United States in the
COCE?

George Bird Grinnell

Who was the hunter, conservationist and writer who
coined the term “Crown of the Continent”?

Bibliography:

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Co., 2002.

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Random House Dictionary of the English Language. New York: Random House, 1987.

Developed By:

Crown of the Continent Ecosystem Education Consortium Participants:

Diann Ericson – Swan Ecosystem Center

Adele Stenson – Boone and Crockett Club

Website: www.crownofthecontinent.org

Glossary:

atlatl - Prehistoric weapon used as a spear thrower.

Bering Land Bridge - Also known as Beringia, was land that emerged as the result of the lower
water levels of the Bering Sea during one of the early Ice Ages.

biosphere reserve - terrestrial and coastal ecosystems promoting solutions to reconcile the
conservation of biodiversity with its sustainable use. Biosphere reserves serve in some ways as
'living laboratories' for testing out and demonstrating integrated management of land, water and
biodiversity. (<http://www.unesco.org/mab/wnbr.htm>)

Clovis people - Prehistoric people who roamed the east side of the Crown of the Continent
10,000 years ago.

Continental Divide - The ridge on the Rocky Mountain summit separating west-flowing streams
from east-flowing streams in North America.

Crown of the Continent - A phrase first coined by George Bird Grinnell, referring to the Rocky
Mountain area surrounding Glacier Park in Canada and the United States.

demographics - The study of vital and social statistics such as of births, deaths, disease.

ecology - The study of the relationships between organisms and their environment.

ecosystem - An ecological community, together with its environment, functioning as a unit.

K'tunaxa bands - The Kootenai Indians of Montana and the Kootenay Indians of Canada.

Miistakis - Blackfeet name for the Crown of the Continent meaning 'backbone of the world'.

Nitsiatoppi - Blackfeet people whose three tribes, the northern Blackfoot (Siksika), the Bloods (Kainai) and the Piegan (Piikani) people of the Rocky Mountain Front of the Crown of the Continent.

pemmican - Lean meat, usually venison, cut into strips, dried pounded into paste with fat and a few berries and pressed into cakes.

pishkuns - Buffalo jumps, cliffs used by early Native Americans to hunt buffalo by stampeding a herd over the edge of the cliff.

pristine - Unspoiled, fresh as if new.

sacred geography - Land in the Crown of the Continent tied closely to native traditions.

sustainable economy - A means of survival, as in prehistoric times, people of the Crown of the Continent hunted, fished and gathered plants/berries for their survival, to sustain themselves.

travois - A primitive sled constructed of a framework between two poles that serve as shafts for a dog or other draft animal formerly used by North American Indians/Aboriginals.