

## Chapter 11

# The Arts and Humanities in Montana

(17:25 minutes)

## Synopsis

This 18-minute video discusses the influence Montana's natural beauty has had on the arts. Montana's landscape provides inspiration for artists of all media. In turn, their work reflects these artists' individual understandings of what it means to be a Montanan. This video can be viewed as two shorter segments if desired. **Segment 1** (11:35) focuses on the ceramic art of the Archie Bray Foundation for the Ceramic Arts in Helena. **Segment 2** (5:50) focuses on the paintings of Browning, Montana, local, Ernie Pepion (1944–2005).

► The video begins with students giving their best answer to the following focus question: **“What are the arts in Montana?”** Teachers may wish to ask their students the same question before viewing the episode.

### The narrator answers the focus question:

“Montana has produced an astounding number of artists and authors: from the native rock-art inscriber to Charles Russell to A.B. Guthrie Jr. and James Welch. Montana's artists attest to the influence that the state's landscape plays in their inspiration and creations. “The land” inspires artists of all disciplines: the Montana Indian decorating a hide tepee; the country-western singer in a Livingston bar; the landscape painter in Glacier National Park; the potter at Helena's Bray Foundation; the Billings mystery writer. Montana provokes art.”

## Post-viewing Discussion Questions

Engage students' critical thinking skills and elicit their emotional responses with the following four questions, most easily remembered through the acronym DICE: What **disturbed** you? What **interested** you? What **confused** you? What **enlightened** you?

### “Getting at the Meaning” Questions

1. What do you think Montana's art says about Montana and Montanans?
2. Josh DeWeese emphasized the sense of freedom in the Archie Bray's resident artist program. What aspects of the Archie Bray Foundation allow for greater artistic expression? Why are those aspects important to the creation of art?
3. Why do you think Ernie Pepion wanted to make his work “shocking”?
4. How are national trends reflected in Montana's art?

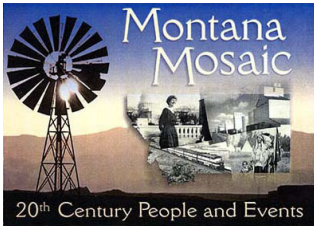
## Additional Resources

For more information on topics addressed in this episode, see *Montana: Stories of the Land*, Chapter 22, “Living in a New Montana, 1970–2007” (<https://mhs.mt.gov/education/textbook/chapter22/Chapter22.pdf>).

## Content Standards

### IEFA Essential Understandings Regarding Montana Indians

**EU 2.** Just as there is great diversity among tribal nations, there is great diversity among individual American Indians as identity is developed, defined, and redefined by entities, organizations, and people. There is no generic American Indian.



(Chapter 11, continued)

### Montana State Social Studies Standards

**SS.G.6-8.2.** Identify the location of places and regions in the world and understand their physical, political, and cultural characteristics.

**SS.G.6-8.4.** Explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States, and the world.

**SS.G.6-8.6.** Identify how the historical and contemporary movement of people, goods, and ideas from one area can impact change, conflict, and cooperation in other areas.

**SS.H.6-8.5.** Explain how Montana has changed over time and how this history impacts the present.

**SS.H.6-8.6.** Understand that there are multiple perspectives and interpretations of historical events.

**SS.H.6-8.7.** Analyze how people's perspectives shaped the historical narratives they created.

**SS.G.9-12.5.** Evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions.

**SS.H.9-12.1.** Analyze how unique circumstances of time, place, and historical contexts shape individuals' lives.

**SS.H.9-12.2.** Analyze change and continuity in historical eras in US and world history.

**SS.H.9-12.3.** Identify ways in which people and groups exercise agency in difficult historical, contemporary, and tribal contexts.

**SS.H.9-12.7.** Analyze how historical, cultural, social, political, ideological, and economic contexts shape people's perspectives.

**SS.H.9-12.10.** Analyze perspectives of American Indians in US history.