Montana's State Flower: A Lesson in Civic Engagement

Grade Level: 4th–7th

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Essential Understandings

- The United States and all state governments establish certain criteria for voting.
- Citizens have a responsibility to participate in civic life.
- Citizens can translate their beliefs into actions and their ideas into policies.
- It is important to celebrate our rich natural heritage.
- Suffragists used the campaign for a Montana state flower to practice civic engagement, organizing, and voting in preparation for organizing for the vote.

Activity Description

This unit develops skills in three major areas:

- Research skills with a science focus.
- Introduction to the electoral process.
- Exploring primary sources in the form of historical newspapers.

Students will conduct basic research on Montana wildflowers, participate in a class election, and campaign and vote for a class flower. They will write a persuasive paragraph and give a short speech before their peers. As they re-create the Floral Emblem campaign, they will experience civic engagement firsthand. They will also examine primary sources and follow the 1894 Floral Emblem campaign through a close reading of complex texts (historical newspaper articles).

Objectives

Students will

- Research a Montana wildflower.
- Develop knowledge and skills associated with civic responsibility.
- Compare their election with the election of 1894.
- Understand what sourcing a document means.
- Learn about the connection between the 1894 floral campaign and women's suffrage.
- Learn more about one of Montana's state symbols.

Alignment to Standards

Common Core

ELA.R.1 Read closely to determine what a text says explicitly

ELA.R.2 Determine central ideas or themes of a text

ELA.R.4 Interpret words and phrases as they are used in a text

ELA.R.7 Integrate and evaluate content presented in diverse media and formats

ELA.R.10 Read and comprehend complex literary and informational texts

ELA.W.1 Write arguments to support claims

ELA.W.2 Write informative/explanatory texts

ELA.W.4 Produce clear and coherent writing

ELA.W.7 Conduct short as well as more sustained research projects

ELA.W.8 Gather relevant information from multiple print and digital sources

ELA.W.10 Write routinely over extended time frames…and shorter time frames

Montana Social Studies

MSSS.1 Access, synthesize, and evaluate information to communicate and apply social studies knowledge to real-world situations.

MSSS.2 Analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Time: Seven 50-minute periods

Materials

Part 1: Research

Online Materials

- Montana Plant Life Flower Database: http://montana.plant-life.org/
- USDA Natural Resources Conservation Services Plant Database: https://plants.usda.gov/
- Celebrating Wildflowers: http://www.nps.gov/plants/cw/index.htm
- Montana Natural Heritage Program Native Plants database: http://mtnhp.org/
- Printouts from the "Celebrating Wildflowers Northwest Coloring Book": http://www.nps.gov/plants/color/northwest/index.htm
- Flower Chart Annotated Resource Set (ARS) (provides research links organized by flower, including flower color sheets): http://mhs.mt.gov/Portals/11/education/StateFlower/FlowerChart.pdf (on pages 8-11 following)

Lesson Plan Materials

- Flower Chart ARS (pp. 8-11)
- Wildflower Research Graphic Organizer (p 12)
- Exit Ticket: Can be used with any of the lessons (p. 13)
- Narrative Paragraph/Speech Planner (p. 14)

Classroom Materials

- Computers with internet connections
- Books (optional)
  - Snell, Alma Hogan, and Lisa Castle. *A Taste of Heritage: Crow Indian Recipes & Herbal Medicines*. Lincoln: University of Nebraska, 2006.
  - Magley, Beverly, and D. D. Dowden. *Montana Wildflowers: A Children's Field Guide to the State's Most Common Flowers*. Helena, MT: Falcon, 1992.
  - Hart, Jeff. *Montana Native Plants and Early Peoples*. Helena, MT: Montana Historical Society, 1992.

Part 2: Civic Engagement

Lesson Plan Materials

- Campaign Checklist: http://mhs.mt.gov/Portals/11/education/StateFlower/CampaignChecklist.xlsx
  - Campaign Roles and Duties handout (p. 15)
  - Voter Registration Cards (p. 16)
  - Primary Ballot (p. 17)
  - Primary Tally Sheet (p. 18)
  - Poster Graphic Organizer (optional, p. 19)

Classroom Materials

- Pencils, markers, glue sticks, and paper or poster board for posters (optional)
- Printouts of flowers, or printer and computer with internet connection (optional)

Part 3: Examining Primary Sources

Lesson Plan Materials

- Links to newspaper pages from Chronicling America (p. 22)
- Shake and Source Newspaper Game Board: (p. 23)
- Shake and Source Newspaper Game Sheet Graphic Organizer (p. 24)

Classroom Materials

- Laminated newspapers from Chronicling America, printed from provided links
- Magnifying glasses (recommended)
- Dry erase markers (Note: Test your markers. Some leave a shadow on the laminated sheets.)
- Dice

Part 4: Final Vote

Lesson Plan Materials

- Final Ballot (p. 20)
- Final Ballot Tally Sheet (p. 21)
- 1894 Election Results (p. 25)

Part 1: Research

Pre-Lesson Preparation

- Gather research materials and reserve computers with internet access.
- Make two copies of the Wildflower Research Graphic Organizer for each student or student group.
- Choose a flower, and review material so you can model activity to class.

Procedure

Day 1: Introduce the lesson by telling students that they will be voting on a class flower—just like Montanans voted for a state flower in the 1890s. But before they can choose a class flower, they will need to learn more about Montana wildflowers.

Distribute two copies of the Wildflower Research Graphic Organizer to each student. Choose one of the wildflowers to model. Direct students to the Flower Chart Annotated Resource Set (ARS) and have the class use the provided links to complete the graphic organizer together.

Then assign each student a flower to research. Research can be done in small groups, with partners, or individually.

When students have completed the graphic organizer, ask them share what they learned with a partner. (Optional: students may complete a color page of the flower they researched.)

Teaching Notes: When having younger students complete the citation, you may want them simply to list the webpage and flower name. Older students can type the web address into a citation generator and then paste it into a document to be printed out and attached to their graphic organizer.

Instead of providing older students with the ARS, which provides direct links for each flower, you may want to require them to find information using the databases listed under Online Materials.

The graphic organizer has a section for tribal information. For most of the flowers, this information can be found either in *A Taste of Heritage* by Alma Hogan Snell or *Montana Native Plants and Early Peoples* by Jeff Hart. Not all flowers have tribal information available.

Informal Assessment: Exit Ticket

Part 2: Civic Engagement

2A: Conducting a Flower Campaign: Speech Writing

Pre-Lesson Preparation

Print out Narrative Paragraph/Speech Planner for each student.

Procedure

Day 2: Remind students that they will be campaigning to have the flower they researched be elected as the class flower.

Using their Research Graphic Organizer (pp. 10-11) and their Speech Planner (p. 13), have students write a persuasive paragraph to read aloud to their classmates. Their goal is to persuade classmates to support their flower in the floral campaign.

2B: Conducting an Election

Pre-Lesson Preparation

- Set up the Campaign Checklist template to help track your students' work.
- Print the Campaign Roles and Duties handout (or have ready to project).
- Print one for each student: Voter Registration Card (optional), Primary Ballot, Poster Graphic Organizer (optional).
- Create model poster (optional).
- Print three copies of the Primary Ballot Tally Sheet.

Procedure

Day 3: Explain how an election campaign works, reviewing the roles on the Campaign Roles and Duties handout. Then assign campaign roles and duties as they've been modified for the classroom.

Hang pictures of the different flowers around the room, colored by the students or printed from the Flower Chart ARS.

Have precinct leaders distribute voter registration material and have students "register" to vote (optional).

Ask students to stand by their flower and read their paragraph. When everyone has read their paragraph, have the precinct leaders distribute the primary ballots. Each student will vote for three flowers. Have election judges conduct the primary election, checking voter registration and collecting ballots. Election judges will turn the ballots over to the teacher.

Day 4: Assign county workers, election judges, and observers into three groups of three to count the ballots. Each group should have one observer, one county official, and one election judge. Divide the ballots among the three groups along with a Primary Ballot Tally Sheet to use to count the ballots. Once each group has counted its ballots, have it report its totals to the class. Add the votes for each flower together. Once the votes are counted, choose the top three or four (depending if there are ties for the count) flowers.

Day 5: Review the flower candidates that won the primary election. Students must now decide which flower they want to support. Hand out the Poster Graphic Organizer and model what a completed poster would look like. This can be assigned as homework. As students complete their posters, hang them up in the halls for people to read and talk about.

Part 3: Examining Primary Sources

Pre-lesson preparation

- Print out and laminate large-format newspaper pages from the provided links, one per student pair. (To create these, simply open the PDF files and send the file to a large-format printer, and then laminate. If your district does not have a large-format printer, the following businesses often do: printers/copy shops, funeral homes, architects, building contractors.)
- Print Shake and Source Newspaper Game Board, one per student pair.
- Print Game Sheet Graphic Organizer, one per student pair.
- Gather dice, magnifying glasses (optional), and dry erase markers, one per student pair.

Procedure

Day 6: Tell students that in 1894 Montanans voted to choose a state flower, just like the students are voting to choose a class flower. Tell them they are going to learn more about the state flower campaign by examining historical newspapers. Explain that instead of just reading the newspapers, they are going to examine these newspaper pages by playing the Shake and Source Newspaper Game.

Use a Goldfish Bowl Strategy to model how to play Shake and Source. Choose a student as your partner, with the other students gathered around watching. Roll the die, find the corresponding information on your laminated newspaper page, and mark it. Write your initials on the sheet and a one- to two-word answer. If the other player rolls the number of a completed square, they lose a turn, or you can have them answer the question in the next round. When each task has been completed, each player adds up the points for each answered square. There is always a possibility they will not be able to answer one of the questions from their page. When that happens, neither player gets the point. After each round, the two players work together to fill out the Game Sheet Graphic Organizer with the information they collected.

Before playing round two, discuss what types of information was found in the newspaper. Introduce the word "sourcing." Sourcing means finding out who wrote a document as well as the circumstances of its creation. To source a document you need to answer three questions:

- Who wrote it?
- When?
- For what purpose?

Discuss with students why "sourcing" is important. Sourcing a document helps historians

- **Evaluate how accurate it is.** Was the document created at the time of an event or long afterward? Which do you think would be more accurate?
- **Uncover bias.** Does the author have a strong point of view? How does that shape the document?
- **Recognize what types of information were included and what might have been left out.** Authors include different information depending on their audience and purpose. For example, a baseball coach (author and audience) will write down how well every player on her baseball team batted (information) so she can set the lineup for the next game (purpose). In a letter to your grandma (audience), your mom will only talk about how well YOU played (information) because your grandma loves you and wants to know all about your life (purpose).

Once the game has been modeled, pair up your students. Each pair should have one dry erase marker and blackboard eraser, a pencil, magnifying glass, game board, and graphic organizer.

Each pair of students will be responsible for "sourcing" at least one newspaper using the Shake and Source Newspaper Game. Give students 5 to 7 minutes to examine their newspapers and complete round one. Then, as a class, have them talk about their findings. As part of that discussion, remind them of the focus questions. What is their opinion and how did they determine their answer? What is their evidence?

Continue this procedure with the remaining rounds of the game.

Part 4: Final Vote and Lesson Wrap-up

Pre-Lesson Preparation

- Prepare and print Final Ballots and Final Ballot Tally Sheet.
- Print out graph of the 1894 election to project on your document reader (or print out copies for the class).

Procedure

Write the following focus questions on the board:

- Who was able to vote for the state flower in 1894?
- When did Montana women get the right to vote?
- How did choosing a state flower prepare Montana women for roles of active citizenship?

Day 7: Conduct the final election. After the final vote is conducted, compare the results with the graph of the 1894 election. What was similar? What was different? What did students learn from the election process?

Point students to the focus questions. Let students know that Montana women won the right to vote in 1914. Lead a discussion on the focus questions. Then share the following information with students:

Longtime suffragist Mary Long Alderson, who lived in Bozeman, attended the 1893 Chicago World's Fair (Columbian Exposition). At the fair she attended the World's Congress of Representative Women and listened to Susan B. Anthony speak about the need for women to organize for suffrage (the right to vote). Anthony explained that women could not organize effectively to gain women the right to vote until they learned the political skills necessary to organize a campaign, so she recommended that women engage in "practice" campaigns. When Mary Alderson returned to Montana, she set about organizing. Like many other suffragists (people who wanted women to have the right to vote), she chose to organize a campaign to choose a state flower as a way to practice organizing to get the right to vote. Mary Long Alderson continued to fight for suffrage, and she was a very important part of the 1914 campaign during which Montana women finally gained the vote.

Ask students to write on the following question: Was organizing the Floral Emblem campaign a good strategy for Montana suffragists? Why or why not?

Extension ideas: The following books make good read-alouds—or read-alones—for students interested in learning more about women organizing to get the right to vote.

Karr, Kathleen, Malene Laugesen, and Elizabeth Clark. *Mama Went to Jail for the Vote*. New York: Hyperion for Children, 2005.

Murphy, Claire Rudolf, and Stacey Schuett. *Marching with Aunt Susan: Susan B. Anthony and the Fight for Women's Suffrage.* Atlanta: Peachtree, 2011.

Stone, Tanya Lee, and Rebecca Gibbon. *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote.* New York: Henry Holt, 2008.

White, Linda. *I Could Do That: Esther Morris Gets Women the Vote.* New York: Farrar, Straus and Giroux, 2005.

Flower Chart Annotated Resource Set

Flower Name	Picture	Drawing
1. Common Names: Bearberry, Kinniknnick Scientific Name: Arctostaphylos uva-ursi		
Research Links	http://montana.plant-life.org/ http://www.wildflower.org/gallery/result.php?id_image=34988 http://plants.usda.gov/factsheet/pdf/fs_aruv.pdf	
Coloring Page Link	http://www.nps.gov/plants/color/northwest/3.htm http://www.nps.gov/plants/color/northwest/imgs/Aruv1f.gif	
2. Common Name: Sticky Purple Geranium Scientific Name: Geranium viscosissimum		
Research Links	http://www.wildflower.org/gallery/species.php?id_plant=GEVI2 http://montana.plant-life.org/ http://plants.usda.gov/plantguide/pdf/pg_gevi2.pdf	
Coloring Page Link	http://www.fs.fed.us/wildflowers/kids/coloring/pages/stickygeranium.html	
3. Common Name: Valley Violet Scientific Name: Viola vallicola A. Nelson var. major (Hook.) Fabijan		
Research Links	http://fieldguide.mt.gov/detail_PDVIO04342.aspx http://montana.plant-life.org/	
Coloring Page Link	http://www.nps.gov/plants/color/northwest/imgs/Vigl1f.gif	
4. Common Name: Lupine (Su ndial) Scientific Name: Lupinus perennis L.		
Research Links	http://www.wildflower.org/plants/result.php?id_plant=LUPE3 http://montana.plant-life.org/ http://montana.plant-life.org/species/lupin_serice.htm	
Coloring Page Link	http://www.nps.gov/plants/color/northwest/imgs/Lule1f.gif	

Flower Chart *(continued)*

Flower Name	Picture	Drawing
5. Common Names: Hairy Clematis Sugarbowl or sugar bowls Scientific Name: Clematis hirsutissima Pursh		
Research Links	http://www.wildflower.org/plants/result.php?id_plant=CLHI http://montana.plant-life.org/species/clematis_hirs.htm	
Coloring Page Link	http://www.nps.gov/plants/color/northwest/imgs/Clhi1f.gif	
6. Common Names Pasque Flower Prairie Crocus Anemone Patens Scientific Name: Pulsatilla patens (L.) P. Mill.		
Research Links	http://montana.plant-life.org/species/pulsa_pate.htm	
Coloring Page Link	http://www.coloringcastle.com/pdfs/flower/flower08.pdf http://www.nps.gov/plants/color/northwest/imgs/Anoc1f.gif	
7. Common Name Shootingstar Scientific Name Dodecatheon pulchellum (Raf.) Merr.		
Research Links	http://montana.plant-life.org/	
Coloring Page Link	http://www.fs.fed.us/wildflowers/kids/coloring/pages/shootingstar.html http://www.nps.gov/plants/color/northwest/imgs/Doco1f.gif	
8. Common Name: Arrowleaf Balsamroot Scientific Name: Balsamorhiza sagittata		
Research Links	http://www.wildflower.org/plants/result.php?id_plant=BASA3	
Coloring Page Link	http://idahonativeplants.org/pdf/WildflowerColoringBook.pdf http://www.fs.fed.us/wildflowers/kids/coloring/pages/arrowleafedbalsamroot.html	

Flower Chart *(continued)*

Flower Name	Picture	Drawing
9. Common Name: Sego Lily also known as Nuttall's Mariposa Lily Scientific Name: Calochortus nuttallii		
Research Links	http://montana.plant-life.org/species/calo_gunnis.htm http://www.wildflower.org/gallery/search.php?search_field=Sego&newsearch=true&imagesonly=true&family= http://www.wildflower.org/plants/result.php?id_plant=CANU3	
Coloring Page Link	http://www.nps.gov/plants/color/northwest/imgs/Canu1f.gif	
10. Common Name: Prickly Pear Cactus Scientific Name: Genus Opuntia		
Research Links	http://www.wildflower.org/plants/result.php?id_plant=OPMA2	
Coloring Page Link	Texas Kids http://kids.house.state.tx.us/worksheets/symbols.doc http://tpwd.texas.gov/kids/about_texas/symbols/pricklypear.phtml http://commons.wikimedia.org/wiki/File:Cactus2_(PSF).jpg http://www.nps.gov/plants/color/txhill/imgs/opli1.jpg	
11. Common Name: Long-Leaf Phlox *May need to just use Phlox Scientific Name: Phlox longifolia Nutt		
Research Links	http://montana.plant-life.org/	
Coloring Page Link	http://www.nps.gov/plants/color/northwest/imgs/Phca1f.gif	
12. Common Name: Bitterroot Scientific Name: Lewisia rediviva Pursch		
Research Links	http://www.wildflower.org/plants/result.php?id_plant=LERE7 http://montana.plant-life.org/ http://plants.usda.gov/plantguide/pdf/cs_lere7.pdf	
Coloring Page Link	http://montanakids.com/activities_and_games/Activities/printandplay/coloring_book/coloring_book_bitterroot.htm	

Flower Chart *(continued)*

Flower Name	Picture	Drawing
13. Common Name: Evening Primrose Tufted Primrose Scientific Name: Oenothera cespitosa		
Research Links	http://montana.plant-life.org/	
Coloring Page Link	http://www.nps.gov/plants/color/northwest/imgs/Oeca1f.gif	
14. Common Name: Wild Rose Scientific Name: Rosa Woodsii		
Research Links	https://plants.usda.gov/plantguide/pdf/pg_rowo.pdf	
Coloring Page Link	http://www.fs.fed.us/wildflowers/kids/coloring/books/Wildflowers_of_Ponderosa_Pine_Forests.pdf	

Wildflower Research Graphic Organizer

Student Name: _____

Wildflower Name: _____

Scientific Name:	
Description	Height:
	Color(s):
	Shape of leaves:
	Petals:
Picture	Interesting facts:

Tribal Information:
Where does it grow?
Source 1:
Source 2:

Exit Ticket

Summarize today's lesson in 10 words.

Rate your understanding of today's lesson 1-10. Ten means you completely got it.
Explain the reason for your rating.

Student Name

Exit Ticket

Summarize today's lesson in 10 words.

Rate your understanding of today's lesson 1-10. Ten means you completely got it.
Explain the reason for your rating.

Student Name

Narrative Paragraph/Speech Planner	Student Name:
	Name of Flower:

Opening line (How will you get the audience's attention?) What is your hook?

List four reasons this flower is the best. (Remember, you can use your research.)

1.

2.

3.

4.

Closing line (how will you restate your point?)

Election Role	Actual Job Duties	Classroom Duties	Student
Precinct Leader	Elected position Gets out the vote Distributes campaign literature	Passes out papers	
Courthouse Worker	Counts votes	Collects papers	
Election Judge	Checks if voter is registered Collects and safeguards ballots Is responsible for proper and orderly voting in a precinct	Helps with voting Helps with counting votes	
Observer	Watches the counting process to make sure no one cheats	Observes counting	
Journalist	Reports news stories Takes notes and checks facts	Writes article for class newsletter or blog	
Campaign Coordinator	Manages campaign Coordinates literature drops, advertising, and phone banks Writes blogs and letters	Organizes rallies to persuade voters to support candidate	
Campaign Committee	Volunteers who work to elect a candidate	Hangs posters in hall	
Candidate	Person running for office	(In this case flower)	

Registration Card	School:		
Last Name:	First Name:		Middle Initial:
Address:		State:	Zip Code:
County of Registration:	Classroom Number:	Date of Birth: (month/day/year): / /	
Date: / /	Signature:		

Registration Card	School:		
Last Name:	First Name:		Middle Initial:
Address:		State:	Zip Code:
County of Registration:	Classroom Number:	Date of Birth: (month/day/year): / /	
Date: / /	Signature:		

Registration Card	School:		
Last Name:	First Name:		Middle Initial:
Address:		State:	Zip Code:
County of Registration:	Classroom Number:	Date of Birth: (month/day/year): / /	
Date: / /	Signature:		

Primary Ballot – Choose 3 Flowers

- ☐ 1. Kinnikinnick Bearberry
- ☐ 2. Sticky Purple Geranium
- ☐ 3. Violet
- ☐ 4. Lupine
- ☐ 5. Sugarbowl Hairy Clematis
- ☐ 6. Pasque Flower
- ☐ 7. Shooting Star
- ☐ 8. Arrowleaf Balsamroot
- ☐ 9. Sego Lily Mariposa Lily
- ☐ 10. Prickly Pear Cactus
- ☐ 11. Phlox
- ☐ 12. Bitterroot
- ☐ 13. Evening Primrose
- ☐ 14. Wild Rose
- ☐

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- ☐ 1. Kinnikinnick Bearberry
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- ☐ 10. Prickly Pear Cactus
- ☐ 11. Phlox
- ☐ 12. Bitterroot
- ☐ 13. Evening Primrose
- ☐ 14. Wild Rose
- ☐

Primary Ballot Tally Sheet. Look at the ballots.
Mark a line each time a flower receives a vote.

_____	1. Kinnikinnick Bearberry	_____	8. Arrowleaf Balsamroot
_____	2. Sticky Purple Geranium	_____	9. Sego Lily Mariposa Lily
_____	3. Violet	_____	10. Prickly Pear Cactus
_____	4. Lupine	_____	11. Phlox
_____	5. Sugarbowl Hairy Clematis	_____	12. Bitterroot
_____	6. Pasque Flower	_____	13. Evening Primrose
_____	7. Shooting Star	_____	14. Wild Rose

County Vote Counter: _____

Observer: _____

Election Judge: _____

Date Votes Counted: _____

Class/Teacher: _____

Student Name: _____

Poster Graphic Organizer

Adjectives that describe my flower:

_____

_____

Words that start with the same letter as my flower:

_____

_____

Colors of my flower:

_____

_____

Why should this flower be chosen as the classroom flower?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Final Ballot – Vote for One

Wildflower: _____

Wildflower: _____

Wildflower: _____

Final Ballot – Vote for One

Wildflower: _____

Wildflower: _____

Wildflower: _____

Final Ballot – Vote for One

Wildflower: _____

Wildflower: _____

Wildflower: _____

Final Ballot – Vote for One

Wildflower: _____

Wildflower: _____

Wildflower: _____

Final Ballot Tally Sheet

County Vote Counter: _____

Observer: _____

Election Judge: _____

Date Votes Counted: _____

Class/Teacher: _____

Student Name: _____

Links to Newspaper Pages with Articles about the Floral Campaign

Note: In several cases, the same article was published in several newspapers. That is useful information for your students to discover. If you don't have enough students to read all the newspapers, however, make sure that you have a wide selection of articles

Newspaper	Date	Notes/Article Title	Link
Red Lodge Picket	01/20/1894	Introduces the Floral Emblem campaign	http://chroniclingamerica.loc.gov/lccn/sn84036276/1894-01-20/ed-1/seq-3.pdf
Fergus County Argus	01/25/1894	Introduces the Floral Emblem campaign	http://chroniclingamerica.loc.gov/lccn/sn84036228/1894-01-25/ed-1/seq-1.pdf
Anaconda Standard	02/3/1894	Introduces the Floral Emblem campaign	http://chroniclingamerica.loc.gov/lccn/sn84036012/1894-02-03/ed-1/seq-3.pdf
Anaconda Standard	02/21/1895	State Floral Emblem: The Bitter Root chosen	http://chroniclingamerica.loc.gov/lccn/sn84036012/1895-02-21/ed-1/seq-1.pdf
Anaconda Standard	03/02/1894	Discusses plan to choose state flower	http://chroniclingamerica.loc.gov/lccn/sn84036012/1894-03-02/ed-1/seq-3.pdf
Daily Independent Helena	03/16/1894	Editorial in support of the Calochortus	http://chroniclingamerica.loc.gov/lccn/sn83025308/1894-03-16/ed-1/seq-4.pdf
Anaconda Standard	05/07/1894	Pick out your flower	http://chroniclingamerica.loc.gov/lccn/sn84036012/1894-05-07/ed-1/seq-8.pdf
Philipsburg Mail	06/07/1894	Instructions for voting in Granite County	http://chroniclingamerica.loc.gov/lccn/sn83025320/1894-06-07/ed-1/seq-1.pdf
Anaconda Standard	06/23/1895	Discusses the Bitterroot	http://chroniclingamerica.loc.gov/lccn/sn84036012/1895-06-23/ed-1/seq-12.pdf
Anaconda Standard	10/07/1894	Shares the tally (Note: It is a little hard to read)	http://chroniclingamerica.loc.gov/lccn/sn84036012/1894-10-07/ed-1/seq-9.pdf
Daily Independent Helena	10/08/1894	Bitter Root Chosen	http://chroniclingamerica.loc.gov/lccn/sn83025308/1894-10-08/ed-1/seq-8.pdf

Student #_____ Student #2

Shake and Source Newspaper Game Board

Round	●	●●	●●●	●●●●	●●●●●	●●●●●●	Score 1	Score 2
1	Title of Document	Underline a new word.	Find the flower article.	Find an advertisement.	Find a type of transportation.	What else was in the news?		
2	When was this document created?	Using clues, what do you think the word means?	Find the name of a flower or town.	What does occupation mean?	Find something about the railroad.	Describe this document.		
3	Where was this document	Underline a new word.	What is the flower article about?	Circle the name of an occupation.	Find a form of entertainment.	Is this document challenging? Why?		
4	Who was this document created for?	Using clues, what do you think the word means?	What did the writer of the flower article want the reader to do?	Compare modern newspapers with this one.	What surprised you?	With your partner create a complex question.		

Game Sheet Graphic Organizer

Student Name: _____ Student Name: _____ Student Name: _____

Title, Date and Description of Document

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New Vocabulary

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As you read ask yourself – "What is this text about?" Then answer your own questions.

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What was challenging? What surprised you? What did you learn?

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Game Sheet Graphic Organizer

1894 Election Results

County	Bitterroot	Evening Primrose	Wild Rose	Scattering Votes [Votes for other flowers]*	Total Vote
Beaverhead	23	96	1	7	127
Custer	0	37	101	57	195
Deer Lodge	270	7	153	52	482
Flathead	1	0	0	0	1
Fergus	1	42	50	63	156
Gallatin	283	8	15	46	352
Jefferson	40	0	36	156	232
Lewis and Clark	34	4	17	32	87
Madison	701	332	128	86	1247
Meagher	94	33	3	12	142
Missoula	1293	0	141	196	1630
Park	68	225	9	26	328
Silver Bow	170	2	0	14	186
Ravalli	608	1	12	23	644
Yellowstone	35	0	2	11	48
Total	3621	787	668		5857

*Other flowers received the following votes:

Calochortus: 48 votes

White Clematis: 163 votes (148 from Jefferson County)

Cactus: 98 votes

Golden Rod: 86 votes

Over thirty-two flowers received at least one vote.