

**Western Literature Association and Charles Redd Center  
Teaching Western American Literature K-12 Educator Award  
Instructional Plan Format**

**Instructional plan title:** “Using Service Learning and Oral History Projects to Teach *Indian Creek Chronicles* by Pete Fromm”

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<p><b>Duration, Grade Level, Number of Students</b></p>	<p>One quarter- 9 weeks Class Topic: “1860- 2015: How Has the Selway Bitterroot Wilderness Changed?” Grade Level 9/10 50-75 students in class 25 students involved in wilderness/service learning experience Creation of an oral history project and service learning project in response to <i>Indian Creek Chronicles</i> by Pete Fromm</p>
<p><b>Overview</b></p>	<p>Our study of the wilderness and its history is centered on a memoir, <i>Indian Creek Chronicles; A Year Alone in the Wilderness</i> (1993) by Pete Fromm. My students and I have spent the last five springs studying this work as well as other pieces of environmental writing. We have learned about Edward Abbey, John Muir, and Wallace Stegner, Rachel Carson And even Isabella Bird and some of their essays and work. We’ve studies the Wilderness Act of 1964, and we developed an interdisciplinary unit to study history, science and humanities of the Selway Bitterroot Wilderness.</p> <p>We rebuilt the salmon channel along the Selway that Pete Fromm was hired to tend in the early 1980s, as a community service project, and continue to maintain it each year we return.</p> <p>The final phase of this unit is our preparation and filming of an oral history of Louie Adams( done 2014-15) , an 82 year old Salish elder. He is a direct descendant of the Salish tribe who were escorted to the Flathead agency reservation in 1891 under the guns of the US Cavalry. Their forced resettlement was a result of the Hellgate Treaty of 1855, the Dawes Act, and the threat of decimation to so many tribes across the Northwest. These Bitterroot Salish were the last holdout- a tribe who refused to be usurped. Their major hunting and fishing grounds were in the Selway Corridor.</p>

	<p>Louie works with us on this original Flathead agency site in the ancient cemetery in the Jocko Valley near Arlee, Montana, and then also escorts us to a site nearly 200 miles away atop a Bitterroot Mountain peak where his great great grandfather is buried. His great-great grandfather was hunting in the Selway in 1900 (at the age of 83) when he died of a heart attack. Louis and his family sing tribal honor songs to this old chief and share the stories of the Salish in this area of Montana. We learn of hunting grounds, and bitterroot and camas diggings, as well as peeled trees that are now considered National Historic Site in Fales Flat, Lolo National Forest.</p>
<b>Enduring Understandings</b>	The Wilderness ; Past, Present and Future. Why respect, engagement and understanding of native cultures and history are important.
<b>Essential Question(s)</b>	What is the literary, historical, cultural, and environmental importance of the Wilderness?
<b>Learning Objectives</b>	Students will identify an author's point of view and the connections between society /people/wilderness as communicated through an author's works.
<b>Standards</b>	<p>Standard 1- Comprehension Strategies- Make connections to background knowledge- visualize what is happening in the text, synthesize information to draw conclusions and make connections.</p> <p>Standard 2- Evaluate an author's intent and message as well as validity through supporting evidence.</p> <p>Standard 4- Multicultural Literature and Types of Literature- Appreciate different viewpoints based on cultural position understand author's use of literary devices to convey theme.</p> <p>Standard 5- Media Strategies-Make strategic use of digital media for deeper understanding</p> <p>Standard 3- Geography and Time Comprehension Understand effects of time, geography and use of resources.</p>
<b>Key Vocabulary and Concepts background</b>	<ul style="list-style-type: none"> <li>• Concepts should include the understanding of <b>Treaty of 1855</b> and <b>resettlement</b> of Native Americans onto reservations.</li> <li>• Should also have understanding of the development of and reasoning behind the <b>Wilderness Act</b> and Wilderness area designations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Should be familiar with key early day Wilderness proponents.</li> <li>• Should also understand concept of <b>Service Learning</b> as compared to Community Service Projects. This is Service Learning project.</li> </ul>
<b>Suggested Procedure</b>	<ul style="list-style-type: none"> <li>• Read memoir <i>Indian Creek Chronicles; A Year Alone in the Wilderness</i></li> <li>• Read various wilderness essays by selected conservation authors</li> <li>• Listen to Salish winter tales ( Coyote Stories)</li> <li>• View videos pertaining to wilderness and preservation</li> <li>• Rewrite of The Wilderness Act in our own words</li> <li>• Study of Peeled Trees and their place in tribal history</li> <li>• Identify benefits and drawbacks of wilderness travel</li> <li>• Use research and interview skills to create oral history</li> <li>• Create poster of Wilderness Act</li> <li>• Ledger Art created with Map of Wilderness as the ledger paper</li> <li>• Learn How to Publicize Service Learning Project for potential public funding</li> <li>• Leaving OUR TRACE of work in the Wilderness with signing of our project</li> </ul>
<b>Evaluations/Assessments</b>	<ul style="list-style-type: none"> <li>• Student Journals while reading novels</li> <li>• Poetry written as a reflection of essay</li> <li>• A contemporary student written version of “The Wilderness Act” law</li> <li>• Public Display of Ledger Art reflections of Students</li> <li>• Map of Selway Visit as student sees it</li> <li>• Debate regarding invasion of the Wilderness by man.</li> <li>• Photographic essays of experience</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>• Create more oral histories of people pertinent to the place (ie Forest Service Workers)</li> <li>• Student planned and executed Sojourns to other Wilderness Areas</li> <li>• Additional works in forms of memoirs, essays, scientific articles</li> <li>• Bring new novels and memoirs to the table</li> </ul>

<b>Resources</b>	<ol style="list-style-type: none"><li>1. "Living Artifacts" journal article by Barrett and Arno ( peeled trees)</li><li>2. Video "Three Miles an Hour"- MontanaPBS film about "our" packer, Smoke Elser/ <a href="http://watch.montanapbs.org/video/2176749351/">http://watch.montanapbs.org/video/2176749351/</a> T</li><li>3. A U.S. Forest Service film "Untrammelled" celebrating Wilderness Act 50th Anniversary - featuring several of my students who were recruited from the Selway Sojourn to participate. <a href="https://www.youtube.com/watch?v=krtp5gFvixc&amp;feature=youtu.be">https://www.youtube.com/watch?v=krtp5gFvixc&amp;feature=youtu.be</a></li></ol>
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## Oral History Lesson Outline

**Student Objectives-** To hear the oral history of a Salish elder and record his recollections of the life and times and places of his ancestors in order to understand them more completely.

**Background Information-** Class will visit burial site on top of Nez Perce Pass with Salish Elder Louis Adams. Mr Adams will share the tribal history of this wilderness that the students are about to enter.

**Instructional Outcomes** - Students will gain deeper understanding of oral histories and tribal traditions

### Understandings for Oral Tradition

The ideologies of Native traditional beliefs and spirituality persist into modern day life. As tribal cultures, traditions and language are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories predate the “discovery” of North America.

Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given to them.”

Federal policies, put in place throughout American history, have affected Indian people and still shape who they are today.

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised.

History told from the Indian perspective frequently conflicts with the stories mainstream historians tell. With the inclusion of more and varied voices, histories are being rediscovered and revised. History represents subjective experience and perspective.

This is the result of our time spent with Louie Adams

Oral History video of Salish elder Louie Adams, made by our class.

<https://drive.google.com/file/d/0B0kS95oNuh2QTGhmaFFPa09SSlk/view?usp=sharing>

**Time Required-** 2-3 hours to record on film/ Endless hours of editing and cutting.

**Supplies and Material-** Good camcorder and lights and computer to edit

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***Indian Creek Chronicles; A Year Alone in the Wilderness* by Pete Fromm  
Study Guide/Comprehension Questions**

1. What was the location of Pete's new job? What states did it border?
2. What would be term as "home" for the next seven months?
3. What had been Pete's chosen educational goal at the UM?
4. What was Pete's initial feeling about arriving at his new job? When, if ever, did that feeling change?
5. What is the Deerslayer? What is the literary significance of the name?
6. What type of experience did Pete want to include in his life?
7. To Pete, mooching meant –
8. Who is Boone?
9. How old is Pete Fromm when he starts out on this adventure?
10. What were at least three skills that Pete was unfamiliar with, while embarking on his new experience?
11. What was the warden's first reaction after seeing Pete's gun? What was his advice about hunting?
12. What was Pete's only method of communication and how remote was it?
13. What was the daunting task that Pete needed to complete before it snowed and before his truck was grounded?
14. Fromm was to be the caretaker of \_\_\_\_\_; how long did he calculate his job would take him every day? \_\_\_\_\_
15. What is a snag?
16. What misfortune occurred while Pete was cutting trees?
17. After all of these experiences, how was Pete feeling about his adventure?

18. What was Pete's job for the forest service?
19. At the end of chapter five, Pete talks about "the trees at the edge of my clearing".  
What connotation or feeling did Pete have about his job?
20. Describe Pete's Thanksgiving Day. Complete sentences are appropriate here.
21. Why was trapping unexciting for Pete?
22. Why did Pete find it necessary to set traps around the channel?
23. What were Pete's two major activities when he went to Magruder?
24. For what purpose did the outfitter stop by Pete's tent?
25. What is Pete's hunting goal?
26. What was Pete planning to do with the raccoon's hide?
27. What two things prevented him from accomplishing this?
28. What type of gifts did Pete make? What was his overall feeling about them?
29. What types of gifts does Pete receive?
30. Using complete sentences, evaluate Pete's experience thus far.

**Vocabulary Words for *Indian Creek Chronicles***

- Palatial adj. magnificent, like a palace  
 Conjure v. to imagine, to bring to mind or to contrive  
 Engulfing v. overwhelming, flowing over or enclosing  
 Deflecting v. turning aside  
 Lunatic n. adj. insane, foolish, crazy  
 Gimp n. cripple  
 Finagled v. to obtain by trickery  
 Cache n. a secure hiding place  
 Subsistence n. existence, the condition of surviving using a food and shelter to support life  
 Boondoggles n. wasteful project, impractical undertaking  
 Superfluous adj. unnecessary, extra, more than necessary  
 Demeanor n. manner of behavior  
 To query v. to question  
 Evasive adj. misleading  
 Animosity n. anger, hostility  
 Fortuitous adj. unexpected, accidental, sometimes lucky

Adamant adj. unyielding, not flexible, resolute

Pompous adj. self-important, snobby, haughty

Confounded adj. confused

Tacit adj. silent or unspoken

Arcane adj. mysterious

Procured v. obtain, acquire, buy