

Subject: Minnesota History

Grade Level: 12th

Number of Students: 25-30

Week: *Alternative Unit I week II*

Unit: Mapping Minnesota: Seeking Reason (Part II)

This week will look at Minnesota through a number of different maps. The purpose of this week will be to show students that maps, and more importantly geography, can provide a range of information. Students will be looking at connections between different maps and examining relationships between seemingly un-similar topics. Another goal of this week will be to get students to critically examine maps to try to just usefulness of information. Hopefully students will leave this unit with a better understanding of what maps can contribute to the understanding of a subject.

Day One:

Population and Political Areas (50min)

Objectives:

1. Students will examine the relationship between population density and other factors in the state and make inferences as to why this relationship exists.

Lesson: In this lesson students will be split up into groups of three. Each group will be given a map showing population density, a map showing the political voting records by county, and a map showing the distribution of wealth in the state. The students will have a number of questions to go along with the maps and they will need to look for colorations between the maps. At the end of class we will come together and discuss why these relationships might exist and what each map says about what it is representing.

Homework: None

Day Two:

Agriculture (50min)

Objectives:

1. Students will examine the relationship between the climate and agriculture.

Lesson: Today will be a stations activity. Students will work alone. There will be a number of maps positioned around the room. Each map will focus on a different type of agricultural production. Students will have to go around to each map and write generalizations about what each map is showing. For the second half of class we will come together and I will post some maps dealing with climate, terrain and precipitation on the overhead and students will make inferences on what relationship that specific map has to the respective agriculture maps.

Homework: None

Day Three:

Population Pyramids (50min)

Objectives:

1. Students will examine the different ethnic groups and map the age pyramids for a number of different groups.

Lesson: Today students will be in the computer lab. Students will work in groups of three. Each group will be assigned a separate ethnic group. Using websites I will provide students will need to examine the population pyramids for different ethnic groups in Minnesota. They will need to collect the statistics about the age groups and form a population pyramid. At the end of class they will present their pyramid to the class. As part of their presentation I will ask them why they think there are bumps or indentations in certain age groups to see what else they can add to their pyramid.

Homework: Hand out study guide for Jeopardy

Day Four:

Jeopardy! (50min)

Objectives:

None Needed

Lesson: In class we will play jeopardy. Questions will be both trivial and analytical. Students will gain participation points that will count towards half of their unit assessment grade.

Homework: None

Day Five:

Find me a map (50min)

Objectives:

None Needed

Lesson: Students will go to the computer lab and they will need to find one interesting map that they found about Minnesota. I will provide a number of websites that might be helpful for finding maps. It can not be just a basic political or physical map. They will present their map and explain what they found to be interesting about it and why they chose this map. Students will gain the other half of their unit assessment grade here based on their choice of a map and explanation on why they liked the particular map.

Homework: None