

Subject: Minnesota History

Grade Level: 12th

Number of Students: 25-30

Week: 12

Unit: The Roaring 20s and Miserable 30s

This week will be focused on the 1920s and 1930s and leading into World War Two. The first day this week will be focused on the 1920s as seen through the eyes of two of Minnesota's most famous authors. Then we will look at the opening of the Trans Atlantic world by Minnesotan Charles Lindberg. Then the rest of the week will be focused on the Great Depression, Prohibition and the CCC. Special emphasis will also be played in bringing Native Americans history up to date as well.

Day One:

Through Author's Eyes (50min)

Objectives:

1. Students will look at the 1920s through the perspectives of two prominent Minnesota authors F. Scott Fitzgerald and Sinclair Lewis.

Lesson: The class will be split in half and students will pair off. The halves will either have F. Scott Fitzgerald or Sinclair Lewis. Each pair will be given a different reading. They will have to come to a consensus as a pair about what the writing is saying about the time period. Then the halves will meet in "expert" groups and come up with ideas about generally what their authors says in the readings. At the end of class each half will pick a representative to present their ideas.

Homework: none

Day Two:

Lucky Lindys (50min)

Objectives:

1. Students will learn the contribution of the Lindberg family to Minnesota and American culture and write a short opinion paper about them.

Lesson: The first half of class I will lecture about Charles Lindberg and his historic Trans Atlantic Flight. I will set up his childhood outside Little Falls and then talk about his latter life. I will then give students reading that deal with how Charles Lindberg Sr. opposed the First World War, and how Charles Lindberg Jr. Opposed fighting the Germans in the Second World War. Students will then need to write a one paper response to these readings and tell me whether or not their view of the Lindbergs has changed because of what they read.

Homework: none

Day Three:

The Great Depression (50min)

Objectives:

1. Students will learn the impact of the great depression in Minnesota.
2. Students will learn examples of the work done by the Civilian Conservation Corp in Minnesota.

Lesson: Around the class there will be roughly 10 stations. At each station there will be a primary document pertaining to either the Great Depression or the CCC. Students will get 5 minutes at each station to examine each document and write a short description about what the document shows about life during the Great Depression in Minnesota.

Homework: Hand out the prompt for the paper on Prohibition due Friday. The prompt is “Do you think Prohibition was accepted in Stearns County during the time of its enactment? Did the United States Government do a good job trying to enforce Prohibition or could they have done more? Do you think people distilled Minnesota 13 just for the money or the thrill of it?”

Day Four:

Woes of the Natives (50min)

Objectives:

1. Students will learn the Great Depressions had on the Native Americas.
2. Students will learn the importance of the Indian Citizenship act.

Lesson: Today will focus on bringing Native Americans in Minnesota up to date. Again I will lecture about conditions in Indian Boarding Schools and the impact it had on family life in Dakota and Ojibway communities. Then I will talk about the Indian Citizenship Act that finally gave Native Americans the political rights of US Citizenship. Again I will reinforce the fact that Native American communities are sovereign. Then for the second half of class I will again have set up examples of work done by the Indian CCC and students will need to move to each one and try to come up with some generalization on why the Indian CCC chose to do the projects that they did.

Homework: Minnesota 13 due tomorrow

Day Five:

Prohibition (50min)

Objectives:

1. Students will learn the impact of Prohibition on Minnesota and have a discussion about it.

Lesson: Students will hand in their papers at the end of class since they will need them during the discussion. Students will circle up and gives their views about the book and Prohibition in general. Along the way I will also ask questions for them to answer and fill in information and answer questions where necessary.

Homework: None