

## **Subject: Minnesota History**

**Grade Level:** 12<sup>th</sup>

**Number of Students:** 25-30

**Week:** 2

**Unit:** The First People

The purpose of this week is to give students the impression that there were advanced civilizations here before whites ever stepped foot in Minnesota. Although the primary focus of the unit will be the Dakotas and Ojibway, there will be some focus on the peoples that existed before them. This unit will give an account of the first people into what now makes up North America and more specifically the upper Midwest, and then bring that history up to the first European encounters.

### **Day One:**

Pre-Columbian Peoples (50 min)

#### **Objectives:**

1. Students will learn how Natives most likely gained access to the North American continent.
2. Students will learn the evolution of native cultures through the centuries leading up to the Dakota and Ojibway.
3. Students will learn of important artifacts we have from these people and the significance of them.

**Lesson:** This lesson will be a personal, small group, then expert group activity. Students will be given one of four societies (Paleo-Indian, Archaic, Woodland, or Mississippian) in which they will be studying. Each student will be given a profile of their specific group in which they are to read and highlight any thing they think is important about the society. The students will then get in a small group with the other people in the class with the same society in which they will collaborate and come to a consensus as to what they thought was important. The students will then split up into groups comprised of one student from each society. In these “expert groups” students will present the importance of their society to the other members. Group members should focus to find similarities and differences between their society and the other societies. If there is time at the end the groups will get up and present the differences and similarities they noticed about the societies.

**Homework:** None but be sure to tell students that they will need to use their notes later in the end of unit homework

### **Day Two:**

The Dakota I (50 min)

#### **Objectives:**

1. Students will know generally the make up of Dakota society and the significance of the Dakota’s contribution to the Pre-White development of Minnesota.
2. Students will learn the history of the Dakota and the accepted origins.
3. Students will learn the societal hierarchy and organization of the Dakota.

**Lesson:** Today will be a station day. I will position a number of readings around the classroom. Each one will describe a different facet of life as a member of the Dakota (Religion, Hierarchy, Livelihood, Social Structure, Customs). The readings may either be primary or secondary sources. Students can either do this alone or as part of a group, as long as they have all the stations done by the end of the day. At each station they will have to jot down a quick bit about what they learned at that station about the Dakota.

**Homework:** None

### **Day Three:**

The Ojibway (50 min)

#### **Objectives:**

1. Students will know generally the make up of Dakota society and the significance of the Ojibwa's contribution to the Pre-White development of Minnesota.
2. Students will learn the history of the Ojibway and the accepted origins.
3. Students will learn the societal hierarchy and organization of the Ojibway.

**Lesson:** Today will be very similar to the day before. Again there will be a number of readings positioned around the room that deal with a specific facet of the life of the Ojibway. Again the readings will be both Primary, and Secondary sources. This time though the students will move from station to station in pairs of my selection. As a pair they must come up with not only the order they move from station to station in, but they will also need to collaborate and as a pair decide what to write down as significant from the readings.

**Homework:** Students will pick one of the three societies (Pre-Columbian, Dakota, or Ojibwa) and write a fictional story about a member of one of the three PRE-COLUMBIAN societies. This could be a story of a Dakota in a war party or on a Buffalo hunt, an Ojibway who is harvesting wild rice, or a Mississippian building a burial mound. Due: Friday (Day Five This Week) Length: At least one page

### **Day Four:**

When Nations Collide (50min)

#### **Objectives:**

1. Students will learn the effects that the Ojibway Migration had on the Dakota People.
2. Students will learn of events, like the Battle of Kathio, and the significance they had in Dakota-Ojibway relations.

**Lesson:** I will lecture about the origins of the migration of the Ojibway from the east into the regions once inhabited by the Dakota. That will lead into the second part of the lecture where I talk about the origins and evolution of the conflict between the Ojibway and the Dakota. Emphasis will be made of the Kathio Battle and the nature of warfare between the two nations. There will also be emphasis on how the Ojibway were able to accomplish so much primarily through their influence with the French.

**Homework:** none

**Day Five:**

**Myths and Legends** (50min)

**Objectives:**

1. Students will learn the importance of language to Native Americans, specifically the use of oral history, myths, and legends.
2. Students will learn how these myths and legends contributed to place names around Minnesota.

**Lesson:** Students will be split up into groups of my choosing. Hopefully I will pair students who do not seem to be friends to cut down on non-productive talking since it is a Friday and that type of chatter is more likely. After a short mini lecture about the use of language and oral history within the different nations the pairs will each be given a different legend or myth. Using a piece of butcher paper they will write down a summery of the myth or legend, as well as the significance they think it has and what deeper meaning the myth or legend tells about the Ojibway and Dakota. Examples of the myths and legends will be things such as how Minnesota got it's name, the origins to the naming of White Bear Lake and Manitou Island.

**Homework:** Lass, William E. Minnesota: A History, "Interlude: The Viking Myth", pages 47-53. On day one of next week students will debate whether or not the Kensington Rune Stone is real. Students will be assigned a position at the end of class today which they will debate for. Students will then need to read the chapter and formulate an argument according to the side they were assigned. They may also use other sources in the creation of their argument.