

## **Subject: Minnesota History**

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

**Number of Students:** 25-30

**Week:** 3

**Unit:** First Contact and the Fur Trade

This week will focus on the early interactions of Europeans and Minnesota. We will start the week with a discussion about the Kensington Rune Stone and its place in Minnesota History. And then we will move into the Fur Trade and its development in the boundary waters. I feel that the Voyageurs are deserving of a week since they played such an important role in Minnesota's early history and were the first "Big Business" in the area. Plus their heritage and Culture is just too fascinating to bottle up into any less time.

### **Day One:**

The Kensington Myth (50min)

#### **Objectives:**

1. Students will debate a whether or not the Kensington Rune stone was an actual artifact or an attempted trick.
2. Students will learn the Kensington Rune stone's place in history.

**Lesson:** The lesson will begin with a debate about the validity of the Kensington Rune stone. The week prior the students were assigned a reading and a side they would debate. I will ask a few guiding questions to keep the discussion going along. The second half of class I will move into a mini lecture

**Homework:** Write a reaction to the debate and have them explain whether or not their initial feelings about the Kensington Rune Stone have changed at all.

### **Day Two:**

Discovery (50min)

#### **Objectives:**

1. Students will learn how Minnesota came to be discovered by whites.
2. Students will learn the beginnings of the Fur Trade in Northern Minnesota and the impact it had in starting settlement in Minnesota.

**Lesson:** Students will read a section from William Lass's Minnesota: A history. The reading will focus on pages 54-59. Since it is a rather short reading I can either have them read it from the textbook or just make copies of the reading. Along with the reading they will have a question sheet that they will have to fill short out. Questions will be in short answer style. Students will also get a copy of a map titled "Map Showing the principal Water and Land Routes used by the Voyageurs in their pursuit of Trade and Adventure" from Grace Lee Nute's The Voyageur, MHS, 1955. After they are done with the reading and questions (should only take half of class) I will lecture about the start of the Fur trade and the establishment of the fort at Grand Portage.

**Homework:** None unless they do not finish their reading.

### **Day Three:**

#### **The Pork Eaters** (50min)

##### **Objectives:**

1. Students will learn the jobs of the “Pork Eaters” as part of the Fur Trade.
2. Students will listen to songs of the Voyageurs and write a short paragraph about what they think about each song.

**Lesson:** The first part of the lesson I will give a brief lecture about what the job of the “Pork Eaters”, or members of a Canoe team was. After this I will play a number of different songs from Theodore C Blegen’s “Songs of the Voyageurs”. Students will be asked to write a short paragraph about each song and what it makes them think about the Voyageurs.

**Homework:** None

### **Day Four:**

#### **The Winterers** (50min)

##### **Objectives:**

1. Students will learn what camp life was like for those Voyageurs who spent the winters in the forests of Northern Minnesota and be able to write a short story about it.

**Lesson:** Students will be given a list of a number of different terms associated with camp life and the Wintering Voyageurs. These terms relate to life in general in the north woods, the relationship they had with the Natives, and their relationships with the pork eaters. Students will work in groups of three to find definitions for the terms using classroom resources. Once they have all terms defined they will have to write a short story in which they use all the terms. The story can be about anything they want related to the Voyageurs as long as they use all the terms. With about 15 minutes left in class each threesome will come to the front of class and read their story. The reading must be evenly split between the three members.

**Homework:** None

### **Day Five:**

#### **The Voyageur Wars** (50min)

##### **Objectives:**

1. Students will learn how different wars around the world influenced the Fur Trade in Minnesota.
2. Students will learn the effects of the competition between rival fur trading companies.

**Lesson:** The lesson will start with a 25 minute PowerPoint about how with each new war in the outside world, yet another Fur Trading company would enter the region hoping to make their riches. Topics of this lecture will include the XY Company, the American Fur

Trade company, and the Northwest Company. Then for the second part of class students will move around the class in a stations activity. There will be different accounts of the “Fur Trade Wars” in which the competition between companies turned violent. Students will write a brief summary of each reading. As a summary to the readings students should write a couple paragraphs on why they think that the Voyageurs were able to get away with having these little wars.

**Homework:** Students will use their summaries of the wars, the different lectures, and everything else they have learned about the Voyageurs and write a 1-2page paper on why they think anyone would want to be a voyageur as well as if they would have ever wanted to do something like that.