

Minnesota History Unit Plan



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Overview: This guide lays out the general overview of the course's progression including standards for each unit, necessary materials, and additional resources to consider for the teaching of the class. An additional alternate unit on the geography of Minnesota is also included at the end for possible variations.

Unit Plan I – Minnesota Prior to United States Ownership

How was the Territory that now makes up Minnesota influenced and Manipulated prior to being purchased by the United States?

Unit Overview:

This will be a four week long unit that will detail Minnesota's History from the time of its creation, all the way up through 1805. This unit will be more of an introductory unit since it will be the first unit that we do in this class. The purpose of this Unit will be to get students comfortable back in a classroom setting and familiar with Minnesota's furthest past.

Topics for this unit will include the Geography of Minnesota, the Native American population, Early European and Fur Trade History, and the European Influence on Minnesota. Each topic will have five days assigned to it in order to present the materials. Presentation methods will include discussion, lecture, and in class activities.

This unit is designed to make students look at Minnesota in both the largest and smallest picture. We will look at Minnesota and its influence from the outside world and how events 4000 miles away were able to influence policies in Minnesota. We will look at the impact that a small or medium size group of people had on the territory. And then we will look at individual people and see how they were able to influence Minnesota's past.

My overall hope is that students will realize that much of Minnesota's past did not include the United States. I really want to convey the fact that when the Europeans did come they did not simply take over vacant land. I will try to show the Native American populations as the unique vibrant cultures that they really were. Most importantly I want to be able to build upon this unit and show how events during this era would have everlasting effects.

Assessment: At the End of the unit students will take a unit test in which they will demonstrate that they have retained their knowledge of the subject over the last 4 weeks. Through out the unit there will be numerous in class assignments as well as homework assignments which the students will also be graded on for daily comprehension.

Standards:

- The student will demonstrate knowledge of Minnesota's indigenous peoples.
- The student will demonstrate knowledge of early explorers and fur traders in Minnesota and the impact of the fur trade on both European and Native societies.

Benchmarks:

- Students will describe the evidence of the indigenous cultures in Minnesota, and make reasoned inferences from that evidence.

- Students will explain the major historical aspects of Dakota and Ojibwe culture, social organization and history, and compare and contrast them.
- Students will describe how early explorers and fur traders affected the development of Minnesota.
- Students will describe the economic and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders.

Materials:

- Chalkboard
- Maps
- Classroom Textbooks
- Classroom Computers
- Library Resources
- Dictionaries/Encyclopedias

Teaching Strategies:

- Cooperative Learning
- Active Learning
- Technology Integration
- Critical Thinking & Critical Questioning
- Constructivism

Procedure:

See Semester Plan Week 1- Week 4. Unit Ends Day 1 of Week 5.

Time Estimate:

50 minute class times have been assigned to each day.

Modifications:

- Any additional time used will be taken out of the Popular Culture Unit (Unit V)
- If class finishes assigned work early go into discussion of Minnesota's Flora, Fauna and Wildlife.

Resources:

Atkins, Annette, Creating Minnesota: A History from Inside Out, Minnesota Historical Society Press, St Paul, Minnesota, 2007

Folwell, William W, A History of Minnesota (Volume I), Minnesota Historical Society, St Paul, Minnesota, 1956

Lass, William E., Minnesota: A History(Second Edition), , W.W. Norton & Company, New York, New York, 1977

Nute, Grace Lee, Rainy River Country, Minnesota Historical Society Press, St. Paul, Minnesota, 1950

Nute, Grace Lee, The Voyageur, Minnesota Historical Society Press, St. Paul, Minnesota, 1987

Nute, Grace Lee, The Voyageur's Highway, Minnesota Historical Society Press, St. Paul, Minnesota, 2002

Parker, John, The Journals of Jonathan Carver: And Related Documents, 1766-1770, Minnesota Historical Society Press, St Paul, Minnesota, 1976

Reisersgord, Thomas E. The Kensington Rune Stone: Its place in History, Pogo Press, 2001

Warren, William W. History of the Ojibway People, Minnesota Historical Society Press, St Paul, Minnesota, 1984

Unit Plan II – Territorial and Early Statehood

How was Minnesota influenced by the United States prior to Statehood?

Unit Overview:

This will be a three week long unit that will primarily focus on the trials for Statehood for the Minnesotan Territory. Topics for Unit II will pick up directly where Unit I left off. The unit will begin with how the United States was able to attain the land that now makes up Minnesota from the Europeans. We will also cover how Americans were able to utilize the territorial knowledge of the Europeans already there in order to speed up the exploration and settlement of the land.

We will go over the waves of exploration that took place after the United States gained control of the territory as well as what they sought to gain from their new territory. Special emphasis will be laid on the acquisition of land from the Native American owners. And then finally end the historical survey part of the unit with a discussion on Minnesota's push for Statehood.

For the second part of the Unit we will look at the early settlers in depth. Specifically we will concentrate on where they came from and how they made a living while here. Up to this point the students should have been reading Giants in the Earth by Ole Rolvaag, which will discuss this matter. Students will also read We Made it Through the Winter by Walter O'Meara. Both books are written after the time period which we study, but they are old enough accounts and applicable enough to the unit that they are still useable.

The overarching goal of this unit is to get students to realize that indeed no one is truly native to Minnesota. Nobody is except the Native Americans of course. I will also try to convey not only the hardships of early settlers, but the hardship of making Minnesota the state it is today.

Assessment: At the End of the unit students will take a unit test in which they will demonstrate that they have retained their knowledge of the subject over the last couple weeks. Through out the unit there will be numerous in class assignments as well as homework assignments which the students will also be graded on for daily comprehension. Students will also have two book reports that will count as a "Papers" grade.

Standards:

- The student will know and understand the factors that led to rapid settlement of Minnesota in the 19th century and the changes the new Minnesotans brought with them.

Benchmarks:

- Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes.
- Students will describe the process of Minnesota's becoming a territory and then a state.

- Students will understand why and how the Minnesota Indian Nations negotiated treaties with the United States, and the impact of these treaties for the Ojibway, the Dakota, and the settlers.

Materials:

- Projector
- Chalkboard
- Maps
- Classroom Textbooks
- Classroom Computers
- Library Resources
- Dictionaries/Encyclopedias
- We Made it Through the Winter, By Walter O’Meara
- Giant’s in the Earth, By Ole Rolvaag

Teaching Strategies:

- Cooperative Learning
- Active Learning
- Technology Integration
- Critical Thinking & Critical Questioning
- Constructivism
- Scaffolding

Procedure:

See Semester Plan Week 5 Day 2 - Week 7. Day 5

Time Estimate:

50 minute class times have been assigned to each day.

Modifications:

- Any additional time used will be taken out of the Popular Culture Unit (Unit V)
- If class finishes assigned work early go into discussion of Minnesota’s Flora, Fauna and Wildlife.

Resources:

Aby, Anne J. The North Star State: A Minnesota History Reader, Minnesota Historical Society Press, St Paul, Minnesota, 2002

Atkins, Annette, Creating Minnesota: A History from Inside Out, Minnesota Historical Society Press, St Paul, Minnesota, 2007

Conzen, Kathleen N., Germans in Minnesota: The People of Minnesota, Minnesota Historical Society Press, St Paul, Minnesota, 2003

- Folwell, William W., A History of Minnesota (Volume I), Minnesota Historical Society Press, St Paul, Minnesota, 1956
- Heilbron, Bertha L., With Pen and Pencil on the Frontier: The Diary and Sketches of Frank Blackwell Mayer, Minnesota Historical Society Press, St Paul, Minnesota, 1986
- Gjerde, Jon, and Qualey, Carlton C., Norwegians in Minnesota: The People of Minnesota, Minnesota Historical Society Press, St Paul, Minnesota, 2002
- Kaplan, Anne R., Making Minnesota Territory: 1849-1858, Minnesota Historical Society Press, St Paul, Minnesota, 1999
- Lass, William E., Minnesota: A History (Second Edition), W.W. Norton & Company, New York, New York, 1977
- Lewis, Anne G., Swedes in Minnesota: The People of Minnesota, Minnesota Historical Society Press, St Paul, Minnesota, 2002
- Radzilowski, John, Poles in Minnesota: The People of Minnesota, Minnesota Historical Society Press, St Paul, Minnesota, 2005
- Regan, Ann, Irish in Minnesota: The People of Minnesota, Minnesota Historical Society Press, St Paul, Minnesota, 2002
- Taylor, David V., African Americans in Minnesota: The People of Minnesota, Minnesota Historical Society Press, St Paul, Minnesota, 2002

Unit Plan III – Civil War and Reconstruction

What were the effects at home and abroad of Minnesota's entry into the Civil War?

Unit Overview:

This unit will roughly be about two weeks. The primary focus of the unit will be Minnesota's actions in the Civil War, the Dakota Conflict, and the time period up until the Spanish American War.

To start the unit we will build off the last unit and show how events prior to the Civil War influenced Minnesota's involvement in racial issues as well as the conflict itself. For the rest of Week 8 we will be switching back and forth between the fighting out east as well as the fighting happening on Minnesota's own frontier. Special emphasis will be on the Dakota's grievances against the United States and their reasoning for why war was necessary.

Week 9 will deal with issues from the time as well as the beginning of industrialization in Minnesota. We will spend time focusing on Native Americans after the Dakota conflict and how they were effected by it. We will also begin looking at industrialization and how it was able to help the economy of Minnesota's wheat, mining, and lumber industries.

My main goal of this week is to get students to see that Minnesota did have a large impact in the Civil War era despite the fact that our state was so young. The industrialization period also begins to set up the 20th century and generally the direction Minnesota will take. This unit is probably most important for explaining the Dakota – White relations from the time. It also explains why there is so much distrust for the American Indians and racial tension for the years to come.

Assessment: At the End of the unit students will take a unit test in which they will demonstrate that they have retained their knowledge of the subject over the last 2 weeks. Through out the unit there will be numerous in class assignments as well as homework assignments which the students will also be graded on for daily comprehension. There will also be a paper and presentation to go along with the unit which will allow students to showcase their knowledge in a different way.

Standards:

- The student will know and understand Minnesota's role in the Civil War and the impact of the Dakota War of 1862.
- The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.

Benchmarks:

1. Students will describe the attitudes of Minnesotans toward slavery in the period before the Civil War and analyze the factors shaping these attitudes.
2. Students will describe Minnesota's role in the Civil War, both on the home front and on the battlefield, including the role of the First Minnesota Regiment.
3. Students will compare the different perspectives of settlers and Dakota people on the causes and the effects of the Dakota War of 1862.
4. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota's early industries (lumbering, mining, and agriculture).
5. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.

Materials:

- Chalkboard
- Maps
- Classroom Textbooks
- Classroom Computers
- Library Resources
- Dictionaries/Encyclopedias
- Projector
- "The Empire Builder: James J. Hill" A MHS production

Teaching Strategies:

- Cooperative Learning
- Active Learning
- Technology Integration
- Critical Thinking & Critical Questioning
- Constructivism
- Project Based Instruction

Procedure:

See Semester Plan Week 8 Day 1 - Week 10 Day 2

Time Estimate:

50 minute class times have been assigned to each day.

Modifications:

- Any additional time used will be taken out of the Popular Culture Unit (Unit V)
- If class finishes assigned work early go into discussion of Minnesota's Flora, Fauna and Wildlife.

Resources:

Anderson, Gary C. Through Dakota Eyes: Narrative Accounts of the Minnesota Indian War of 1862, Minnesota Historical Society Press, St Paul, Minnesota, 1988

Anderson, Gary C. Little Crow: Spokesman for the Sioux, Minnesota Historical Society Press, St Paul, Minnesota, 1986

Atkins, Annette, Creating Minnesota: A History from Inside Out, Minnesota Historical Society Press, St Paul, Minnesota, 2007

Bergemann, Kurt D., Brackett's Battalion: Minnesota Cavalry in the Civil War and Dakota War, Borealis Books, Minnesota Historical Society Press, St Paul, Minnesota, 2004

Carley, Kenneth, The Dakota War of 1862: Minnesota's other Civil War, Minnesota Historical Society Press, St Paul, Minnesota, 1976

Carly, Kenneth, Minnesota in the Civil War: An Illustrated History, Minnesota Historical Society Press, St Paul, Minnesota, 2000

Folwell, William W, A History of Minnesota (Volume I), Minnesota Historical Society, St Paul, Minnesota, 1956

Lass, William E., Minnesota: A History(Second Edition), , W.W. Norton & Company, New York, New York, 1977

Moe, Richard, The Last Full Measure: The life and death of the First Minnesota Volunteers, Minnesota Historical Society Press, St Paul, Minnesota, 2001

Unit Plan IV – Minnesota in the Modern Age

How did the events of the 20th Century effect what Minnesota has become today?

Unit Overview:

At almost 5 weeks this unit is by far the largest unit which we will have. This is done to simulate a college class more realistically. Students will encounter professors who have maybe one or two big tests a year so I want to give the students the experience of being accountable for a lot of material on a more important test. Since the unit is so long the test will be of considerable length and weight on the grading scale as compared to other units.

This unit covers a broad range of materials, but it can mostly be considered a 20th century survey. As part of this we will be looking at Minnesota's involvement in two World Wars and many other smaller wars. Many different reform movements are covered in this unit including women's rights, civil rights, and American Indian rights. Additional topics include the Lindberghs, the Great Depression, winter's fury, and looking at the history of Minnesota from a political perspective. We end the unit looking at some popular culture issues in Minnesota.

My overlapping hope is that students will be able to look at their US or World history books and see these massive events around the world and have the notion that we are still connected to that. Again we will be looking at Minnesota from the broadest spectrum down to the very smallest spectrum. I also really want my students to see the constant struggle that is going on in Minnesota for equality.

Assessment: This unit will end with a rather large unit test that will have them demonstrate their knowledge from the materials covered in this unit and units prior to this one. Students will also do their final book report on Minnesota 13 by Elaine Davis. Students will also have a research paper that will count as their 5th of 6 papers. Classroom discussion will also be very necessary.

Standards:

- The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.
- The student will know and understand the impact on Minnesota of World War I and World War II, as well as, the social and economic changes of the 1920s and the 1930s.
- The student will know and understand Minnesota's role in the major social, economic and political changes, both national and international, in the last half of the 20th century through the present, and analyze the impact of those changes.

Benchmarks:

- Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.
- Students will understand the issues that Minnesotans faced during World War I and how they responded to them.
- Students will demonstrate the knowledge the social, political, and economic changes of the 1920s and 1930s and analyze the impact of the Great Depression and the New Deal.
- Students will describe Minnesota's contributions to World War II and analyze the impact of the war on Minnesota.
- Students will explain how Minnesota has both affected and been affected by the events, people, and changes in the nation and the world.
- Students will identify and describe significant demographic changes in Minnesota and issues related to those changes and analyze the significance of their impact.
- Students will develop and share an understanding of what it means to be a Minnesotan, and what is the contemporary significance of Minnesota for the nation and the world.
- Students will identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.

Materials:

- Chalkboard
- Maps
- Classroom Textbooks
- Classroom Computers
- Library Resources
- Dictionaries/Encyclopedias
- Projector
- Anthony Zimmerman's "No Reservations: Minnesota"

Teaching Strategies:

- Cooperative Learning
- Active Learning
- Technology Integration
- Critical Thinking & Critical Questioning
- Constructivism
- Scaffolding

Procedure:

See Semester Plan Week 10 Day 3 - Week 15 Day 3

Time Estimate:

50 minute class times have been assigned to each day.

Modifications:

- Any additional time used will be taken out of the Popular Culture Unit (Unit V)

- If class finishes assigned work early go into discussion of Minnesota's Flora, Fauna and Wildlife.

Resources:

Atkins, Annette, Creating Minnesota: A History from Inside Out, Minnesota Historical Society Press, St Paul, Minnesota, 2007

Davis, Elaine, Minnesota 13: Wet Wild Prohibition Days, 2007

Fedo, Michael, The Lynchings in Duluth, Minnesota Historical Society Press, St Paul, Minnesota, 2000

Folwell, William W, A History of Minnesota (Volume II-IV), Minnesota Historical Society Press, St Paul, Minnesota, 1956

Hull, William A. All Hell Broke Loose: Experience of Young People During the Armistice Day 1940 Blizzard, Thunder Bay Press, Holt, Michigan, 1985

Lass, William E., Minnesota: A History(Second Edition), , W.W. Norton & Company, New York, New York, 1977

Lindbergh, Charles A., The Spirit of St. Louis, Borealis Books, Minnesota Historical Society Press, St Paul, Minnesota, 1993

Roberts, Kate, Minnesota 150: The People, Places and Things that Shape our State, Minnesota Historical Society Press, St Paul, Minnesota, 2007

Ward, Kyle, In the Shadow of Glory: The 13th Minnesota in the Spanish-American and Philippine-American Wars, 1898-1899, North Star Press, St Cloud, Minnesota, 2000

Unit Plan V – Popular Culture

How has the popular culture of Minnesota contributed to what it means to be Minnesota?

Unit Overview:

This will be the final unit for the semester. This unit will be approximately three weeks long. This unit will move away from the survey format of the other units and just look at Minnesota from a number of different cultural influences.

There is no easy way to categorize the topics that will be covered in this unit. They vary as much from globalization to the State Fair. This unit is aimed to be a fun way to end the semester. After the long tedious survey part of the semester it will be a nice way to get the students involved in issues that still relate to the history of Minnesota.

Using the popular culture unit I hope to also incorporate aspects of the history of Minnesota and show students that events from the past have impacted who and what we as Minnesotans are today. Hopefully students will look at current conditions and relate them to our history and search for deeper meaning and understanding. I hope to leave my students with a deeper respect for our history and willingness to partake in the preservation of the history of OUR state.

Assessment: Students will be given a test at the end of the unit for them to display their knowledge of the materials learned in Unit V. This test will act as the final assessment. This unit assessment will primarily depend on student's involvement in class discussions. The student's final paper will also be in this unit and will mostly be an opinion piece.

Standards:

- The student will know and understand Minnesota's role in the major social, economic and political changes, both national and international, in the last half of the 20th century through the present, and analyze the impact of those changes.

Benchmarks:

- Students will identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.
- Students will develop and share an understanding of what it means to be a Minnesotan, and what is the contemporary significance of Minnesota for the nation and the world.

Materials:

- Chalkboard
- Maps
- Classroom Textbooks

- Classroom Computers
- Library Resources
- Dictionaries/Encyclopedias
- Projector
- “Ice Dreams” A FSN production
- “How to Talk Minnesotan” A Tpt Production

Teaching Strategies:

- Cooperative Learning
- Active Learning
- Technology Integration
- Critical Thinking & Critical Questioning
- Constructivism
- Scaffolding

Procedure:

See Semester Plan Week 15 Day 4- Week 18 Day 3

Time Estimate:

50 minute class times have been assigned to each day.

Modifications:

If finished early wing it and try to get a class discussion going about a Minnesota current events topic.

Resources:

Atkins, Annette, Creating Minnesota: A History from Inside Out, Minnesota Historical Society Press, St Paul, Minnesota, 2007

Lass, William E., Minnesota: A History(Second Edition), , W.W. Norton & Company, New York, New York, 1977

Roberts, Kate, Minnesota 150: The People, Places and Things that Shape our State, Minnesota Historical Society Press, St Paul, Minnesota, 2007

Unit Plan VI (*Alternate Unit I*) – Mapping Minnesota

What can geography tell us about Minnesota?

Unit Overview:

This is an alternate unit that may be used in place of any of the other units which I have already put in place. The goal of this unit is to show Minnesota through the geographer's perspective. We will look at a number of different maps and specifically look for what each map can tell us about the growth and development of the state of Minnesota. We will look at historical maps from the state, as well as contemporary maps that show issues that directly relate to the state now.

Throughout this unit we will be using a number of different maps to help improve the student's geographical knowledge of the state. Along with these physical and political maps we will use maps that distinctively show different phenomenon in Minnesota. Namely things such as population density or voting record by county. In these activities students will need to use their critical reasoning skills to answer deep thinking questions about the maps. This set of activities main purpose is to show students that geographers do a lot more than simply putting cities on a map, as well as to show students what maps can tell us.

As another part of this unit we will be examining the 5 themes of Geography. For the first week of the unit we will focus on a different theme of Geography. This is done to give the students an idea of how different the 5 themes are from one another. Hopefully students will leave this unit with a better understanding about how geographers look at things through the scope of the 5 themes.

The over-arching hope of this unit is to show Minnesota's development to students in a more unconventional approach. Since some students are very visual learners we can use these maps to visually show students the growth of the state and maybe get them more involved in that way. Another primary goal of this unit is to teach students the 5 Themes of Geography by showing how they apply to the study of Minnesota.

Assessment: At the end of the unit students will have a twofold task. First students will play Jeopardy. Half of their grade for the unit's assessment will be based off of their participation in Jeopardy. The second half of their Unit grade will be based off each student's ability to find a Map of Minnesota that shows a theme now discussed in class.

Standards:

1. The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

Benchmarks:

1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.
2. Students will make inferences and draw conclusions about the character of places based on a comparison of maps, aerial photos, and other images.
3. Students will demonstrate the ability to use geographic information from a variety of sources to determine feasible locations for economic activities and examine voting behavior.

Materials:

- Chalkboard
- Classroom Computers
- Library Resources
- Dictionaries/Encyclopedias
- Atlases
- Maps of Minnesota
- Power point

Teaching Strategies:

- Cooperative Learning
- Active Learning
- Technology Integration
- Critical Thinking & Critical Questioning
- Constructivism

Procedure:

See Alternate Unit I, Weeks I and II

Time Estimate:

50 minute class times have been assigned to each day.

Modifications:

- If class finishes assigned work early go into discussion of Minnesota's Flora, Fauna and Wildlife.
- For lower achieving students be sure to pair them with higher level students in group activities so that the higher student can help the lower student.

Resources:

Atkins, Annette, Creating Minnesota: A History from Inside Out, Minnesota Historical Society Press, St Paul, Minnesota, 2007

Folwell, William W, A History of Minnesota (Volume I-IV), Minnesota Historical Society, St Paul, Minnesota, 1956

- Lanegran, David, Minnesota on the Map: A Historical Atlas, Minnesota Historical Society Press, St. Paul, Minnesota, 2008
- Lass, William E., Minnesota: A History(Second Edition), , W.W. Norton & Company, New York, New York, 1977
- Nute, Grace Lee, Rainy River Country, Minnesota Historical Society Press, St. Paul, Minnesota, 1950
- Nute, Grace Lee, The Voyageur, Minnesota Historical Society Press, St. Paul, Minnesota, 1987
- Nute, Grace Lee, The Voyageur's Highway, Minnesota Historical Society Press, St. Paul, Minnesota, 2002
- Parker, John, The Journals of Jonathan Carver: And Related Documents, 1766-1770, Minnesota Historical Society Press, St Paul, Minnesota, 1976