

## **Subject: Minnesota History**

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

**Number of Students:** 25-30

**Week:** 8

**Unit:** Minnesota in the Civil War

This week will be wholly devoted to Minnesota's involvement in the Civil War Era. I will start with pre war conditions with some emphasis to activities outside the state. I will then move into the Dakota's motives for going to war against the whites in Southwest Minnesota. All of this leads up to a 2 day mega lecture on Minnesota fighting in both the Dakota Conflict and the Civil War itself. All this week is designed to give students ideas and information to use on a research paper.

### **Day One:**

Pre War Conditions in Minnesota (50min)

#### **Objectives:**

1. Students will learn the conditions on the reservations in the time right before the Civil War and write short explanations about the different perspectives.
2. Students will learn the causes for the Dakota's anger towards the whites and how it leads to war.

**Lesson:** Students will be split up into groups of three. The groups will be assigned the trader perspective, the "half breed" perspective, the Dakota perspective, or the Missionary perspective. Each perspective should have two groups working on it. Each group will be given two primary documents from their perspective. Students will then have to go online to "academic source premier" and find one more primary document each that shows their perspective. Students will have to write on a piece of butcher paper what they think each document says about their perspective. They will need to generally find whether or not their perspective was favorable to the conditions or where they being hurt by conditions. Then near the end of class each group will present their primary documents.

**Homework:** Have students start thinking of a topic for a research paper due next Monday. 3 pages on any topic relating to Minnesota and the Civil War. Just general who? What? When? Where? Why? Type of paper. All Scholarly resources! Lecture notes and information from class is also acceptable.

### **Day Two:**

The War of the States (50min)

#### **Objectives:**

1. Student will know some of the views leading into the Civil War.
2. Students will know some of the events leading up into the Civil War and be able to explain how they created conditions for war.
3. Students will know Minnesota's earliest involvement in the Civil War.

**Lesson:** Today since the subject is so large I will have to do a fair amount of lecturing. The lesson will start of with students reading a short article from the “Encyclopedia of American Studies” 2001, titled “Dred Scott V. Sandford. Students will be given some deeper thinking questions that they will need to use what they read to answer. Then I will do a short lecture on the impact of Jane Grey Swisshelm and what impact she had in the abolition movement and her thoughts against the American Indians. I will then talk about how these feelings resounded all across the North and how the South began its push for independence. All of this leading up to the Attack on Fort Sumter and how Minnesota was the first state to Volunteer Troops to President Lincoln to fight.

**Homework:** None, except the paper

**Day Three:**

Let them Eat Grass (50min)

**Objectives:**

1. Students will learn the conditions that started the Dakota Conflict of 1862 and write an opinion paper on their thoughts about it.

**Lesson:** Students will have to work individually for this assignment. At the beginning of class students will pick up a packet of different documents pertaining to the Dakota Conflict. One will be an explanation of Nathaniel Myrick’s famous insult, and then there will be two Dakota accounts of why the war started. After the students have finished reading they will need to write an opinion paper about whether or not they think the Dakota had a right to go to war.

**Homework:** None, except the paper

**Day Four:**

Hail Minnesota! (50min)

**Objectives:**

1. Students will learn the Contribution of Minnesota Regiments in the Civil War.

**Lesson:** Today and tomorrow I will try to give my students the closest thing to a college class as possible. Since my students will be 12<sup>th</sup> graders I want to try to try to prepare them. I will go through a whole class lecture on Minnesota’s Contribution to the Civil War. Today will strictly be about the Civil War and I will lecture on the Dakota Conflict tomorrow, although I will make references from it from time to time. Today’s lecture will primarily focus on the 1<sup>st</sup> and 3<sup>rd</sup> Minnesota Infantry regiments and their campaigns in the east.

**Homework:** None, except the paper

**Day Five:**

Victory for whom? (50min)

**Objectives:**

1. Students will learn the general evolution of the Dakota Conflict in Minnesota.

**Lesson:** Today will be part 2 of the 2 part mega lecture. It will primarily focus on the primary offensives by the Dakota warriors and then the counter offensives by Henry H. Sibley. Special areas of interest will be actions at Fort Ridgley, Fort Abercrombie, New Ulm, Camp Release, Little Crow, Battle of Wood Lake, Henry H. Sibley, and Brackett's Battalion. I will also explain how unit coming back from fighting southerners switched to fighting Dakota. I will wrap up the lecture with the killing of Little Crow, the Trials at Fort Snelling and the hangings in New Ulm, and the removal of some of the Dakota to Iowa and Nebraska.

**Homework:** Paper due next Monday