Subject: Minnesota History

Grade Level: 12th
Number of Students: 25-30
Week: *Alternative Unit I week I*
Unit: Mapping Minnesota: 5 themes of Geography (Part I)

This week we will be looking at the Geography of Minnesota through the scope of the five themes of Geography. Each day will focus on a different them and look at Minnesota through it. The primary goal of this week will be to teach the 5 themes and show how they can be applied to the study of the state. I also hope to maybe engage the students understanding of what geography can tell us about the state and why looking at it in length can be useful in understanding the state's history as well.

Day One:

Location, Location, Location (50min)
Objectives:
1. Students will learn the first geographical theme of location and apply that knowledge to their understanding of the location of Minnesota.

Lesson:

In this lesson we will break down precisely where Minnesota is situated in the World. The lesson will start with a quick discussion activity where we will narrow down Minnesota's location. Starting with the universe and working our way down to the Milky Way, into our Solar System, to the planet earth, to the western hemisphere, to the United States, to the north central region, and finally to the state of Minnesota, then we can move to the region of Minnesota, and then the city, and into the student's specific addresses. This is done to explain how in depth location gets. I will then lecture shortly about how we find exact location using Latitude and Longitude. For the final part of class students will need to use Google Earth to locate a number of Minnesota Landmarks and record the Latitude and Longitude of the location. Examples of locations will be the four corners of Minnesota, the northern most point of Minnesota, and locations of important cities and geographical features.

Homework: What ever they do not finish in class.

Day Two:

What's in a Place? (50min)
Objectives:
1. Students will learn the second geographical theme of Place and apply that knowledge to their understanding of Minnesota.

Lesson:

Today will me a mapping assignment. This lesson will be aimed at getting students familiar with using maps to find information. Students will be split into pairs and each pair will be given a map or atlas of Minnesota. Each student will be given a blank outline of Minnesota, and a list of features which they will need to find and correctly add

to their blank outlines. The places they will need to find will be split into the two categories of Human, and Physical Characteristics. Examples of Human characteristics will be roads, or cities. Physical Characteristics will be rivers, lakes, mountains, etc. For each characteristic students will need to write a short sentence about how it might have effected the growth of the state (if it is a physical characteristic), or why humans decided to build things where they did (if it is a Human Characteristic).

Homework: What ever is not finished in class

Day Three:
How the Environment shapes us and how we shape it (50min)
Objectives:
1. Students will examine the third geographical theme of Human/Environment Interaction and apply that knowledge to how they look at Minnesota.

Lesson: Today will be a more in-depth thinking day. I will start the lesson with a quick explanation about the third Theme of Geography and what type of relationship exists between man and nature. I will then give students a number of critical thinking questions that will truly require students to use what knowledge they already have and try to answer the questions. Questions will generally ask about why these relationships exist and how might they be different in other states. At the end of class we will come together as a class and discuss the answers students gave for each question.

Homework: None

Day Four:
I like to Move It Move It (50min)
Objectives:
1. Students will examine the fourth geographical theme of movement and how the phenomenon of diffusion has shaped Minnesota.

Lesson: In this lesson we will primarily focus on historically how goods and people moved through out Minnesota. Today will mostly be a lecture day. I will use a number of different maps to illustrate my lecture. First I will go over where people were living in Minnesota through out the different time period. I want to show the relationship between Minnesota's rivers and the early settlements. Then we will continue with the expansion of railroads and into the roadway systems. I also will display where Minnesota's industries were located and are located and try to explore the reasons for their situations using maps to display for goods were shipped and such.

Homework: Students will need to come to class tomorrow with a one page paper on what they think it means to be living in the Midwest. They will need to define what the term "Midwest" means to them.

Day Five:
What makes up a region? (50min)

Objectives:
1. Students will learn the definition of a region and apply that knowledge to try and categorize Minnesota's regions.

Lesson: At the beginning of the lesson we will discuss Minnesota's stance as a "Midwest" state. I will then complicate their thinking of the region that Minnesota is part of by explaining Minnesota's position in the Corn Belt, the Rust Belt, and the Frost Belt. We will then examine the regions in the state itself. Students will be split into groups of three; each group will be given a different regional split up. For example one group will examine phone/newspaper regions; another will look at the political districts and so one. At the end of class the class will come together and each group will explain their regional split up of Minnesota.

Homework: None