

## **Subject: Minnesota History**

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

**Number of Students:** 25-30

**Week:** 15

**Unit:** Pop Culture (Part 1)

This week will be a bit more relaxed since I will be gone for the last two days at the MCSS in the cities. The first day I will introduce what is popular culture by showing it in its most grotesque form. We will watch Anthony Zimmerman's "No Reservations" special on Minnesota. Then we will cover the significance of Roadside Attractions. In the Middle of the week there will be the Unit IV Test. For the two days that I will be gone the students will be watching a FSN special on the History of the Boys State Hockey Tournament, and then a TPT special by Howard Mohr, "How to Talk Minnesotan." During this time the students will be choosing a Popular Culture topic and writing a paper about their topic.

### **Day One:**

No Reservations (50min)

#### **Objectives:**

None Needed

**Lesson:** Today in Class we will watch an episode of Anthony Zimmerman's "No Reservations" from the Discovery Channel. In the episode we watch he travels around Minnesota trying some of the strange foods that the state has to offer. Along with each food he gives a little history and insight into the state's culture so that's why I feel it is beneficial.

**Homework:** Students will need to pick a topic that is considered popular culture. I will give them a list of ideas but almost anything is fair game. They need to research where in Minnesota you can find examples of their topic and why it is significant enough to be included in Minnesota History. Since this is more of an opinion paper length is increased to 4-5 pages.

### **Day Two:**

Roadside Attractions (50min)

#### **Objectives:**

1. Students will analyze a number of different roadside attractions from across the state of Minnesota and try to write a summery of why they think that community chose to be represented in that way.

**Lesson:** Around the classroom there will be a number of different pictures of roadside attractions and a short paragraph about what it represents and where it is. Students will go to each station and write short paragraphs about why they think that community decided to be represented in such a way. There will be 10 stations and students will get 5 minutes per station.

**Homework:** Hand out study guide for Unit Test IV

***Day Three:***

Unit IV Test (50min)

**Objectives:**

1. Students will exhibit the amount of knowledge they have retained to this point in the class.

**Lesson:** Students will take their third Unit test that will cover all the since the last unit test. Students will be given the entire class time to finish the test, once they are finished they will be read quietly until all students have finished. Once everyone is done and all tests are handed in we will go over the answers to any non-essay/short answer questions.

**Homework:** Continue working on “Pop Culture” Paper, Due Monday when I get back from the MCSS.