

Subject: Minnesota History

Grade Level: 12th

Number of Students: 25-30

Week: 1

Unit: General Introduction and Geography

This is the first week of school so the work load will be incredibly low since students will just be getting back into the school mentality. We will start the week with a general outline for what the students will be able to expect out of the class over the course of the semester. We will then move into general characteristics of the state such as and Geography and other elements that physically make up the foundations of the state. It will be no use to talk about the plains Indians in the future if students have no idea where the plains in Minnesota are. Telling Students about the Iron-Ore industry in Minnesota will have no meaning to them if they have no idea what Iron-Ore is. In the First week we will just be doing an overview of the Geography and Geology of the state.

Day One: *No School*

Day Two:

Introduction of Minnesota History (50 min)

Objectives:

1. Students will learn what is expected of them while in my class.
2. Students will learn the names of their fellow students and begin to form a classroom community.
3. Students will learn what they will be able to expect through the year in class.

Lesson: Students will be introduced to the class. A syllabus will be handed out and explained. Daily classroom expectations and procedure will be established. The class will end with a Class Building activity in order to learn names as well as to get students to know each other.

Homework: Have students think about what Minnesota Means for them. Is there anything special about it to them? Is there anywhere that has special significance?

Day Three:

My Minnesota (50 min)

Objectives:

1. Students will critically think of what Minnesota means to them and create a representation of what that is as well as write a brief summary about what Minnesota means to them.

Lesson: Students will be given a piece of paper with the outline of the state of Minnesota on it and they will be asked to draw in what they feel is most important to them. For example: If they are from Duluth and they feel that part of their life is important then they will be asked to draw a representation of Duluth in the outline. Anything that the students feel is important to them should be drawn onto the map. Students will then get up in front of the class to present what Minnesota means to them to the rest of the class and explain why they included what they did on their map.

Homework: None

Day Four:

Geography of Minnesota (50 min)

Objectives:

1. Students will learn the major and some of the minor cities in Minnesota and will be able to correctly find them on a map
2. Students will be able to correctly identify major bodies of water and will be able to correctly label them on a map
3. Students will learn major regions of Minnesota and will be able to correctly label them on a map.

Lesson: The lesson will begin with a lecture on the major cities, waterways, landforms, and regions of Minnesota. Students will be split into groups and given maps where their assignment will be to find specific smaller cities (from a list I will provide) and then locate what major cities or landforms they are next to as well as if they are in any specified region of Minnesota.

Homework: Students will be given a list of cities, landforms, and regions that they will have to study for a short quiz to be given the next day.

Day Five:

Geological Make Up of the Land (50 min)

Objectives:

1. Students will learn the significance of Lake Agassiz and how it has contributed to Minnesota's current landscape.
2. Students will know the extent of glaciations in the current state of Minnesota and how glaciers have cut and shaped the state.
3. Students will learn the general Geological make up of the state.

Lesson: Computer Lab day, Students will be given a list of terms that they will search online in the Computer lab. This will include terms such as Moraine, Vermillion Range, Iron-Ore, Taconite, Limestone, Lake Agassiz, Glaciations, etc., and will be asked to define each term and briefly summarize what they think is important enough about it to have formed the state.

Homework: Anything the students do not finish in class.