

Subject: Minnesota History

Grade Level: 12th

Number of Students: 25-30

Week: 4

Unit: European Influence

This week will be focused on the influence of outside powers on the land that now makes up Minnesota. At first we will deal with what exactly the European Powers were hoping to find here. Then we will move into how the separate powers were able to acquire their claim to the land and how each contributed to the geographical knowledge of the state. And on the last day of the week I will focus on how the United States was able to acquire land for the new territory through a series of treaties and negotiations.

Day One:

Northwest Passage (50min)

Objectives:

1. Students will look at accounts of the time about the fabled Northwest Passage via the Rainy River and Lake Winnipeg.

Lesson: Students will be separated into groups of three for this assignment. Each group will be assigned a tale, European, American Indian, or French Canadian, as well as accounts of Explorers following some of the tales and will be expected to dissect the tale/voyage and figure out, using modern maps, where the travelers would have ended up. At the end of class I will briefly sum up the impact an all water route to the Pacific Ocean that passed along the edge of Minnesota would have meant for the state.

Homework: Hand out Study guide for next Monday's Test. The test will cover all the material covered up through the end of this week.

Day Two:

Three of Four Flags (50min)

Objectives:

1. Students will learn the contribution of the British, the French, and the Spanish to the state of Minnesota.

Lesson: Students will be separated into three different groups. Students will then be split into pairs. The students will either be working with the French, the British, or the Spanish. As pairs they are to go to the library and find information from the web about their countries impact on Minnesota in a guided web search. That will take up about half the class, then students will get together for "expert groups" and compile information. Then at the end each group will elect a representative to present their findings to the class.

Homework: None

Day Three:

Europeans in the Wilderness (Part 1) (50min)

Objectives:

1. Students will learn the contribution of European Explorers to the geographical knowledge of the region.

Lesson: I will lecture for the first half of class about some of the main European/Non-American explorers that first ventured into the land now known as Minnesota. I will try to explain why they were here and what they were looking for. Then student will do some textbook work where they will be given a set of questions to answer about the reading.

Homework: Anything not finished in class.

Day Four:

Europeans in the Wilderness (Part 2) (50min)

Objectives:

1. Students will look at maps as well as accompanying written accounts made by the explorers and learn how limited or good their knowledge of the area was.

Lesson: Student will work in pairs for this activity. Each pair will be given a packet of excerpts from the notes of the different Explorers as well as a number of maps that either the explorer himself made, or someone made using the explorer's notes. Students will be required to look at the maps as well as the notes and first, look to see how well the notes match the map. And then second, how well the map looks compared to a current modern map. Each pair will then submit a one page hand written paper on their findings to be submitted to me at the end of class.

Homework: none

Day Five:

Vive Le America! (50min)

Objectives:

1. Students will learn how the United States acquired the land that now makes up the state of Minnesota. This will include discussions on the Northwest Ordinance, the Louisiana Purchase, and the Treaty of 1818.
2. Students will learn the impact that land surveying had in the establishment of the Northwest Angle.

Lesson: Today will a lecture on the United States staked its claim to the land that now makes up Minnesota. The first part of the lecture will include insight into the Treaty of Paris of 1783 and how America was able to claim the "Northwest Ordinance." Then I will lecture about the Louisiana Purchase of 1805 and how that was able to acquire territory west of the Mississippi for the United States. And then move into the Treaty of 1818 and how that acquired the land for northwest Minnesota. Special emphasis will be laid on the surveying and disputed claims over the "Northwest Angle" and Lake of the

Woods. And then finally move into the establishment of the Wisconsin territory and how it leads to the need for the establishment of a new territory.

Homework: Read the Follow up reading “Northwest Angle” by Dorothy Kane. Prepare for Monday’s Test!!