

## **Subject: Minnesota History**

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

**Number of Students:** 25-30

**Week:** 5

**Unit:** Enter Lady Liberty

This week focuses on early American involvement and the territorial days of Minnesota. The last period somewhat overlaps with a test thrown in the first day, but then it moves on from the end of the last unit with American explorers in their newly acquired territory. Territory hood is somewhat skimmed over since a lot of the issues faced during this period are better explained in later periods. This unit ends with a discussion of the process that Minnesota went through to finally become a state.

### **Day One:**

Unit I Test (50 min)

#### **Objectives:**

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

**Lesson:** Students will take their first test that will cover all the materials up to this point. 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:** none.

### **Day Two:**

American in the Wilderness (50min)

#### **Objectives:**

1. Students will learn about the exploration made by Zebulon Pike into the newly acquired land and write a short fictionally story using what they learned.

**Lesson:** I will give about a 20 minute lecture about Zebulon Pike and his exploration up the Mississippi river and the motives he had for traveling up the river. Students will then be given an article from the Star Tribune from March 10<sup>th</sup>, 1992 titled “Fondness for a St. Paul spot to call home really takes her back” as an example of the type of fictional writing they will be asked to do. With the remainder of class the students will individually write their own fictionally story as if they were part of the Pike exploration.

**Homework:** Finished story to be typed up and submitted tomorrow at the beginning of class. The length should be around 2 pages standard.

### **Day Three:**

#### **AmericanS in the Wilderness (50 min)**

##### **Objectives:**

1. Students will learn the contribution of American Explorers to the geographical knowledge of the state of Minnesota.
2. Students will learn the contributions of Henry Schoolcraft in finding the true head of the Mississippi and its importance.
3. Students will learn about early life in fort Snelling and compare it to their own lives.

**Lesson:** At the beginning of class I will ask for 5 brave volunteers to read their stories in front of class for bonus points. Hopefully that will take up no more than 15 minutes of class. I will then move into a lecture about the series of attempts by explorers to find the true head of the Mississippi and how Henry Schoolcraft was finally able to find it with the aid of American Indian guides. The lecture will also include the contributions by other prominent American Explorers in the area. Then student will be given primary documents about early life in and around Fort Snelling that they will need to read and make as many comparisons to their life now that they can.

**Homework:** Add anything they can think of to their list of comparisons, to be handed in tomorrow typed list format.

### **Day Four:**

#### **Treaty of Traverse Des Sioux and the sketches of Frank Blackwell Mayer (50min)**

##### **Objectives:**

1. Students will learn about the Treaty at Traverse Des Sioux as well as the other treaties used to acquire land from the Dakota and Ojibway.
2. Students will analyze sketches from the time period and give their interpretation of any customs, fashion, heritage they can pick up from them.

**Lesson:** Around the room there will be stationed three separate groups, the traders, the US Government officials, and the Dakota/Ojibway. At each station there will be a couple readings from the perspective of that particular group. Students will need to go around to each station and try to figure out what each group was trying to obtain, and what each group was losing. Then each student will write down their own personal opinion about whether or not that group should have gone along with the terms of the treaty. That will take up the first  $\frac{3}{4}$  of class. Then I will put a number of pictures up on the overhead from sketch artist Frank Blackwell Mayer and open it up to discussion. I will want students to tell me what each picture is trying to depict and what type of story it tells about the subjects. This will hopefully give a less biased artist perspective of the same treaties.

**Homework:** none

**Day Five:**

**Statehood!** (50min)

**Objectives:**

1. Students will learn the process Minnesota went through in order to obtain Statehood and answer questions about it.
2. Students will learn about the debate over whether Minnesota should be oriented North-South or East-West and how the process was handled.

**Lesson:** Students will be given a reading from “The North Star State: A Minnesota Reader” pages 49-63 titled “Territorial Imperative: How Minnesota Became the 32<sup>nd</sup> State”. Students will be asked to complete this reading in class and complete a number of questions about the reading in class. If there is any time left over when students are finished we will have a quick discussion about their reactions to the reading.

**Homework:** None as long as they finish the reading and questions in class.