

## **Subject: Minnesota History**

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

**Number of Students:** 25-30

**Week:** 6

**Unit:** Early Immigration

This week will primarily focus on the earliest immigrants to the newly formed land of Minnesota and the number of different jobs they held. The week will start with a series on what types of people moved into the land and then move into a discussion about the problems they faced in this new land. Then, for the last three days, I will try to get across to the students the different ways that these new immigrants were able to make a living here.

### **Day One:**

We are all strangers to this land (except the Natives) (50min)

#### **Objectives:**

1. Students will learn about the different immigrant groups that came to Minnesota and give a short presentation about a group.
2. Students will learn that no one except the American Indians truly claim that they are native to this land.

**Lesson:** I will split students up into groups of 3 for this activity. Each group will then be given an immigrant group (either Germans, Swedes, Irish, Chinese, Mexicans, African Americans, Poles, Norwegians, or Jews) along with the corresponding book from the People of Minnesota series. Students will then be given a series of questions which they will need to answer using information from the books. They should be able to look for headings that will better explain the content, so reading the entire book should not be necessary. At the end of class each group will get up in front of class and give their answers to the questions given, I will fill in information where needed.

**Homework:** Giants in the Earth paper due tomorrow! A week in advance students will be given the following question “One of the main themes of the book is the struggle for acceptance in this new land while trying to hang onto their former land. How does this struggle present itself in the book and what effect does it have on the different characters (if any)? Explain why some are more affected than others.”

### **Day Two:**

Giants in the Earth (50min)

#### **Objectives:**

1. Students will discuss their reactions to the book and we, as a class, will break down the main points of the book.

**Lesson:** Even though Giants in the Earth is technically dated after the civil war period it fits in nicely right after this discussion about immigration the previous day. Students will hand in their papers and then we will move into a discussion about the book. Here I will answer any questions about the book and try to clarify anything that comes up, that is

unless one of the students can not answer it. Then I will have students discuss their answers to the prompt.

**Homework:** Assign We made it through the Winter by Walter O'Meara. Due in Two Weeks!

**Day Three:**

Lumberjacks (50min)

**Objectives:**

1. Students will learn about conditions in Minnesota's timber industry and create a short dialogue depicting these conditions.

**Lesson:** Students will work in groups of 4-5 for this activity. Students will be given a set of vocabulary words that have to do with the logging industry in Northern Minnesota that they will need to look up. Then as a group they will have to write a dialogue, in which all members have at least two speaking parts, that uses all of the vocabulary words correctly. For the second half of class each group will get up and do their dialogue.

**Homework:** none except to read O'Meara

**Day Four:**

Plotting Homesteads (50min)

**Objectives:**

1. Students will learn the process surveyors went through to create townships and be able to complete a short pop quiz about the process.
2. Students will look at examples of life in Prairie Homesteads and write their reactions to the images.

**Lesson:** Students will be given a handout showing the formation of Townships to accompany a short lecture on how Townships were formed and the process of surveying the land. After this lecture I will pass out a short pop quiz to make sure that the students were paying attention. I will then give a brief explanation about the Homestead Act of 1862. Situated around the room will be a number of pictures showing Homesteads and common people from the era. They will need to write their reaction to each picture. Their reactions will be handed into me at the end of class.

**Homework:** none except to read O'Meara

**Day Five:**

Miners (50min)

**Objectives:**

1. Students will learn about the discovery of the three Iron Ranges and how they were first cultivated.

**Lesson:** Using the class textbook students will search through the chapter titles "Minnesota's Three Frontiers" to answer a series of questions I will give them to

accompany the reading. What ever they have done at the end of class will be handed into me.

**Homework:** none except to read O'Meara