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A Shift In Perspective

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A SHIFT IN PERSPECTIVE

by

David Hander

A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in Teaching Secondary Social Studies.

Hamline University

Saint Paul, Minnesota

Spring 2017

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“What we do see depends mainly on what we look for. ... In the same field the farmer will notice the crop, the geologists the fossils, botanists the flowers, artists the colouring, sportmen the cover for the game. Though we may all look at the same things, it does not all follow that we should see them.”

John Lubbock, *The Beauties of Nature and the Wonders of the World We Live in*

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Chapter 1

Introduction

My History Background

I love American History. I love to study it, I love to experience it, I love to talk about it, and most of all I love to teach it. History in general fascinates me, but the history of our country is filled with such a variety of pitfalls and heroic stories that it is almost impossible to ever get tired of learning about it. Beyond the two classes I took for graduation purposes in school, I took two semesters of it as an undergraduate and another two classes as a graduate student. Add in the other various history, anthropology and archaeology courses I have taken over the years, and I would say I have spent more time learning about the past than anything else. If I could spend my life studying American History, or history in general, I think that would be about the best job in the world next to teaching it.

Taking classes is just the beginning. All it takes is a small itch and I will be buying and reading history books like they are going out of style. Maybe it is a Civil War anthology, or 900-page account of the First World War, or just some article about an archaeological find in Africa, even when I am not learning I am always studying. Some people find the books stuffy and boring, but to me it is almost like watching a movie, or looking through a window into the past.

To round out my love of all things historical, I have also travelled in search of learning. I went to Egypt, where modern civilization was born, and went inside the Great Pyramid and tombs of various pharaohs. I went inside museums and saw artifacts from 8000 years ago. I saw Roman Buildings and Greek Churches, First Century Mosques and

year-old synagogues. History was at the touch of a finger, and I was as happy as can be. History is who I am.

History Teaching Background

Admittedly I am in the minority with my love for history. I student- taught American History for a semester at an urban high school and, in an informal poll, most of the kids in the class could go on for hours about how much they hate having to learn about the past. I taught two sections of American History and two sections of World History and the story was always the same, students would tune out no matter the exercise. To them this might as well have been happening on Mars. I often heard "who cares" or "it doesn't matter" when I asked them to recount some information and it was not only frustrating, but very disheartening.

There is one thing I have that the students seem to lack and that is a connection to the history. When I read about a Civil War battle or about the Continental Congress, I can close my eyes and see myself there, I can hear the words they are saying or feel the emotions they are experiencing. I have always felt that I am part of history, not just someone reading about it. Students tend to struggle with this, as to them it is no different than reading mythology or any other story. They are just characters in a book, stories they have no part of. So how can we change that? Maybe it is time to bring history closer to home, back to a place they are all familiar with: Minnesota.

I wrote a lesson about a Minnesota regiment in the Civil War and taught it to the students and for the first, and only, time that semester the students were enthralled. When they were told about people training at Fort Snelling, fighting at all the major

battles, and all the heroism, they didn't tune out because these people were from here. The connection was alive and well, and all it took was a little change of perspective.

The positive feedback I received from that lesson sparked in me an idea. This world is wide open to students. They are now not just citizens of Minnesota, or the United States, but there is an increased importance on being global citizens as well. As we become more global, the smaller ways we define ourselves tend to be passed over. To offset that, perhaps I need to find a way to show the students that the events we study are not just connected to them on a national level, but on a local level as well. Perhaps a shift of perspective is what is needed.

Burning Question

In what ways can I craft a Minnesota perspective into the standard curriculum?

If the problem is that Minnesota History is passed over because classes are already overloaded with topics, then it would be irresponsible of me to add to the burden by throwing more information into the curriculum. At the same time, Minnesota History cannot replace any of the other valuable lessons that are being taught every day either, so it seems like a no win situation.

Why Add Minnesota History

With the increased importance of graduation standards in the modern high school it is inevitable that subjects will be lost in the shuffle. When I was in school we mostly skipped over World War I minus a few broad topics because World War II needed two nearly month-long units to study it properly. The War of 1812 was usually ignored so the Civil War could get more time. Sacrifices often are made so students can get the broadest amount of facts down so they meet the goals set forth by the state. Beyond all

of that, what truly gets lost is what contributions the State of Minnesota has made to this country and its history. I think that if more of an emphasis was put on not only including, but *highlighting* Minnesota's role in much of this history, more students would feel a connection because the stories are close to home. They will hear familiar names and cities, and they will be able to put themselves into the experience more than they can now with stories that feel like they are taking place a long time ago in a galaxy far, far away.

Originally, I had a grand plan to completely change American History and make a Minnesota-centric course. As with most ideas it was a pipe in the sky idea based more on delusions of grandeur than any sort of practical planning. After researching the Minnesota Standards for American History, I realized that would be impossible. The sheer amount of topics that need to be learned by students is astronomical. There are 12 pages dedicated to what students need to learn, in high school, just for American History. That is a lot of topics to cover in a year even if you stick to the major events. As previously stated, topics are already lost to make room for the most important events. How much would need to be sacrificed to compensate for a perspective change of this magnitude? Even though there are no standards for Minnesota History in high school (they do exist for middle school) a lot of notable information is out there about Minnesota in various historical eras. It would be almost hypocritical for me to judge Minnesota History more important and shove out other topics. The whole point of this is to make the units well rounded, not to replace them with the information I find more interesting.

So can it be done? As a history buff, I spend the majority of my time studying or researching various aspects of history out of a love of the subject. Even though I am trained to teach all of the secondary Social Studies, I gravitate towards history in and out

of the classroom. With that comes a desire to learn all history, including Minnesota History. The average high school American History teachers most likely do not have the basic knowledge needed to add in even the minor details of how their lesson may have been impacted by Minnesota, and they also probably do not have the time or the drive, to try and find out the connections. It is incumbent on me, an academic historian and trained educator, to find a way to get the information out there.

It is for this reason that, instead of doing a complete revamp of the American History curriculum to add in Minnesota History, I have decided to create a guide with examples on how to add in Minnesota facts, stories and lessons at various points throughout the units without overwhelming the students or the teachers. It is not important to always have full lessons written about Minnesota, but it is necessary for the Minnesota Perspective to be present in some capacity every day. One day it may just be an interesting fact that parallels the lesson, on another day it might be "Today in Minnesota History" and when possible it might still be a full day's lesson dedicated to Minnesota's role in whatever the subject is. The degree of inclusion of the Minnesota Story into the lessons is left completely up to the individual teachers. The hope is that such a guide could be handed to any high school American History teacher across Minnesota and be implemented from Day 1. Also, it is important that the guide would be accessible to teachers that have no background in Minnesota History. This has to be all inclusive, usable by everyone out of the box.

Summary

In an era when graduation standards seem to be the basis for how classes are taught, it is important that teachers not let valuable information get left by the wayside,

especially in subjects that students tend to dislike like American History. Finding ways to get students to connect to the subject matter is key, and perhaps a shift in perspective from time to time is what is needed. Adding in a more local angle to lessons and units, without overloading them is one method to draw students in. What this capstone aims to do is not to replace the current curriculum but to add to it. Give the teachers access to information about Minnesota and let them find ways to include it however they feel it is appropriate. There will be examples of lessons that can be included in units but also more importantly there will be numerous books, timelines and online resources included so teachers are never at a loss to find even the smallest way to include Minnesota. The point is not to inundate the teachers (or the students) with more knowledge, but to give the teachers everything they need to have the classes function as they do now, only with a local flavor the students might be able to relate to. That way, nothing is forced out, it is all weaved together.

In the next chapter I will discuss all of the resources I used in creating this new addition to the curriculum. They will include web sites, parallel curriculums and texts on Minnesota History. I will give a brief description of each resource and explain its value to this project.

Chapter Two

Literature Review

In what ways can I craft a Minnesota perspective into the standard curriculum?

As I learned more about the history of Minnesota on my own, I began to realize that the information that was relevant and most likely to draw and interest from the students was not finding its way into the curriculum. How can a Minnesota perspective be integrated into the standard American History curriculum? What resources will I need to create this new perspective and where can I find them? I will need to know the standards, read up to date texts on Minnesota History, find similar curriculums and use online resources.

Everything starts with the Minnesota Department of Education's Social Studies and History Standards. Although there are no formal high-school history standards, there are topics for younger students that will guide my curriculum design. Those standards include: "Pre Contact, Contact and the Fur Trade, Early Settlement/Statehood, Civil War and Dakota War, Industrial Era" (Pages 22-23). These topics, along with "The African American Experience," which is relevant to the time period, will be the basis for this guide and the Literature Review. Each of the sources will have a dedicated section within this review, whether it was a topic specific book or a reference that covers all the topics. In each section I will not only describe what the source is, but all the ways I find it relevant, and all of the topics it covers. Since many of my sources are large history references of Minnesota's complete history, it is important to show how it covers all the subjects.

Standards

The first step was to look at the Minnesota Social Studies and History Standards to see what, if any, requirements there were to teach this subset of American History to students. In the latest update to the standards there is no dedicated section for Minnesota History required. In fact the only time there is any requirement for Minnesota based education is in 6th Grade. In the middle school curriculum setup it appears that the purpose is to start local and each year branch out globally. In high school things are set up completely different. There is no more local focus at all and the one year (two semesters) of recommended United States History education are set up as a broad survey focused on the country as a whole.

Using the standards for 6th Grade as a foundation, I will further expand on the themes discussed throughout the Minnesota portion of U.S. History. We will discuss the early settling of Minnesota and how the settlers interacted with the Indigenous Peoples, we will discuss Minnesota's role in the economy of the time, we will study Minnesota's being granted statehood, Minnesota's role in the Civil War and the fight for African-American Civil Rights and how Minnesota grew and adapted in the Twentieth Century. The course will still be set up as a survey course as the standards require, but instead of broad themes and scope Minnesota will be used as the lens by which students will view the growth of the United States.

Minnesota Historical Society

After viewing the standards, it became important to find a general resource, a web site or group that had information about the entire history of this area readily available for use in the classroom. The Minnesota Historical Society is the source for information

about what has happened in this area in any time period. The web site is a one-stop shop for data about names, dates and events that happened in Minnesota. The web site also has many more resources that could integrate into a curriculum to help students learn more about the history of their home. There is an entire section of online resources for teachers, information about workshops put on by the Historical Society, field-trip options to see their many historical plays, and exhibits they should see.

Recently a new edition to <http://www.mnhs.org/> has been added and in my opinion it is the most valuable: a timeline of events that happened in Minnesota throughout recorded history. What makes this timeline great, and a must for any history teacher, is that it is in multiple formats for easy learning by a variety of students. Set up almost like an online Powerpoint presentation, the timeline shows major events and when you click on them pictures and a concise write up appears giving the important information about that topic. Also included is a clickable map that will show the reader where exactly this took place, allowing for further connection. This is not an in depth resource, but a nice outline of how to organize lessons on Minnesota's past.

Northern Lights

Northern Lights is a middle school curriculum created by Hillary Wackman and Nancy O'Brien Wagner that does for the middle school aged student, what I plan to do for the high school aged student; bring history closer to home. Set up in chronological order, each chapter discusses a different time in Minnesota History starting with Chapter Two's "The First Minnesotans" which discusses the life and times of the ancient American Indians through Chapter Twenty's "New Minnesotans" which is about the new

immigrant groups that came to Minnesota at the end of the Twentieth Century. The entire volume is a biography of the life and times of the recorded history of Minnesota.

Why this text stands out though is not that it talks about Minnesota History, but that it is a completely new curriculum written for the sole purpose of teaching that history on its own. This is not just a run of the mill book about the state, this is the entire history, broken down into lesson plans and chapters so that over the course of a semester, or year long term students will be well versed in the story of their home. Key terms are highlighted and defined, timelines are included so students can put the new information in context, graphs and maps are in abundance, pictures and artwork are shown where appropriate and artifacts from the various eras discussed within the chapters are also shown. Also included are firsthand accounts, often in sidebars on the side of the page for easy access that parallel the content in the chapter. Many of these stories are biographies and personal accounts from the sources themselves so students can get a true sense of what life was like in Minnesota, through the eyes of fellow Minnesotans. This is a true Minnesota text in every sense of the word. In the Teacher's Edition there is even more annotations to help teach the subject. There are extra history notes included, tabs that show content and teaching tips to help teachers form their lessons, follow up questions and a list of web sites to go to in order to find further information.

Northern Lights is the perfect jumping off point for my work. It acts as a great springboard because the content is perfect and the set up of the chapters and ordering is flawless. Where it differs from my project though is that it is a complete lesson.

Northern Lights is not an addition to American History, it is its own class set up to teach Minnesota History and nothing else. While American History is obviously part of the

lessons, it is only through the eyes of Minnesota, all broad perspective has been pushed to the side. This text, while great for that purpose, can only act as a guide for what I am doing since I plan to add the Minnesota Perspective, not make the whole course the Minnesota Perspective. Northern Lights is now in its 2nd edition.

Pre-Statehood/Minnesota Territory

In 1999 the Minnesota Historical Society published a series of essays on the founding of Minnesota. The reason for the essays was the 150-year anniversary of the founding of the Minnesota Territory. These essays were also collected in the book *Making Minnesota Territory* by Anne Kaplan and Marilyn Ziebarth. Each chapter in the book is a new essay which details a different aspect of life within the territory from how it was formed, to how this affected the many Indian Nations that lived within its borders. Organized in a loose chronological order, the books gives a nice snapshot into the struggle Minnesota had to become a territory, and the ten years of life during the time before it finally was granted statehood. Also, since the essays were commissioned by the Historical Society there are lots of artifacts shown in the book along with historical documents. The authenticity of the information is unimpeachable and very easy to read.

The Civil War

When teaching the Civil War lots of names of famous figures, infamous battles and brave deeds get recounted. Much like any other war though oftentimes it seems so far away, even though this particular fight was fought within our borders. What often gets lost is that volunteers from Minnesota, the first volunteers of the Civil War, were

present at almost all of the major battles, and some of their deeds are the stuff of legends. Much of this is chronicled in Richard Moe's book *The Last Full Measure*.

What sets this book apart from most other accounts of the Civil War is that it is not the author who is speaking on behalf of the men who fought, but it is the soldiers themselves who tell the tale. *The Last Full Measure* is a firsthand account of the war told through the letters and journals of the Minnesotans who fought in it. Starting with their training at Fort Snelling, to their joining The Army of the Potomac at Bull Run, through Antietam and the disasters at Fredericksburg and Chancellorsville to finally their heroic stand at Gettysburg when the fate of the Union hung in the balance. This is not just a timeline of The Civil War with the basic days and dates, this is a true account of what life was like day to day in the regiments. This book, and the letters/journals contained within it, act as almost a last will and testament of the 1000 men who fought to preserve the Union.

For me though, this book offers an alternative text on the Civil War that I can use as a spine for an improved unit on the Civil War. Most modern day wars have primary source materials that can be used to help put battles in context. Even the tale of the First Minnesota has been told in other volumes about The Civil War over the years. What sets *The Last Full Measure* apart is that, much like the purpose of this guide, it changes the perspective narrowing it from just a national war to how Minnesota was part of the war. Sure, the overarching idea is these men are fighting to keep this nation whole, but at the same time they are fighting to get back to Minnesota. The men of our state, a state that had existed for only a few years, were some of the closest observers to some of the most

famous battles with some of the most recognizable names in American History and their tales bring a level of depth and connection each story that no normal textbook can.

The First Minnesota is not the only regiment to fight in the Civil War, in fact thousands of men (and boys) from within our borders signed up to fight for the Union cause and much like the men of the First, they were at many of the major battles throughout the war often praised for their gallant skills on the battlefield. Kenneth Carley's *Minnesotans in the Civil War: An illustrated History* is a chronicle of each of the regiments, the battles they fought and the stories they had to tell.

The Civil War was different from all wars that came before it in that the vast majority of the men fighting were educated in some way so they were often keeping journals and writing home with great frequency. Much like *The Last Full Measure*, this text is taken almost exclusively from primary sources like these journal entries and letters to and from the men in the field. Much like Moe, Carley gives us a nice synopsis of the war starting at Bull Run all the way through Lee's surrender at Appomattox through the eyes of the men in the field, whose emotions often leap off the pages.

Like most books on the war the chapters are broken down in chronological order, but they are also further organized by regiment, making sure to use the timeline of the war as a way to separate what each group did in each battle since oftentimes regiments overlapped each other. This made the exploits of the regiments easier to follow and keep track of whether it was the Third Minnesota's triumph at Missionary Ridge, the Third's surrender at Murfreesboro and subsequent imprisoning and return after the Indian Wars or the Fourth's role in the Siege of Vicksburg and as part of Sherman's "March to the Sea"

Minnesota Men were there to set the scene. Included with these stories are pictures of the men, maps, the flags and colors they bore and artifacts.

Along with the background information and the letters from the field also included are tales of other important figures within the groups. We learn who the quartermasters are for some of the regiments and what their primary functions were. We learn about the life of the bugle players and other band members and how oftentimes they were young boys who lied about their age to fight. We also read excerpts from letters that describe the importance of the chaplains within each regiment. It is these extra stories, and the further glimpses into the regiments that sets this book apart from any other. While not as in depth as *The Last Full Measure* it gave me an overview of the Civil War unlike any other I have ever read.

Dakota War

Because of timing, often what is left out of the discussion of the Civil War is that during the early years of the war there was a second war going on in the North. As Minnesota was sending men off to fight with the various Armies to preserve the Union the Sioux Indians rose up and waged war on Minnesota for the treatment they had received over the centuries. While the Dakota War would rage on for years all over the Plains, the first, and most terrorizing days of the uprising were fought in the cities and counties in Minnesota from August 17th-September 26th 1862. Kenneth Carley who wrote the wonderful volume on the Minnesota regiments in the Civil War wrote a text on this war as well and it was just as informative. *The Dakota War of 1862 Minnesota's Other Civil War* is a great introduction into the conflict, written almost as a timeline, which gave me a great perspective from both sides about what brought this conflict into

being. Just like in his Civil War text Carley fills this text with historical documents including letters, treaties, photographs and other firsthand accounts from the participants and observers.

I am embarrassed to say that my knowledge on the subject is very limited. Most discussions and studies I had done on The American Indian Conflict had more to do with Custer and Sitting Bull, Wounded Knee and the Trail of Tears. Before reading this text I had no idea how bad it got within our borders. Carley gives historical background on the treaties that were used to hijack the Sioux lands, the conditions they lived under and the hardships. He shows how the actions of four Indian Men in Acton and their killing of seemingly innocent White Men lead the tribes to rise up and strike back in the hopes of winning back their culture and lands. The book follows both the Indians and the Minnesotans as battles are fought in the Upper and Lower Agencies, New Ulm and Birch Coulee. The book concludes with the surrender of the Sioux at Camp Release, the hanging of the thirty-eight Sioux at Mankato, and the expulsion of thousands of Indians from the borders of Minnesota. The book, like the war, is rather small, but it is loaded with information which acts as a great gateway into further study.

Of course there is more to the Dakota War than just the basics found in Carley's text. This version of the War actually lasted the length of the Civil War and there would further uprisings for decades to come. Michael Clodfelter covers the war more in depth in his book *The Dakota War: The United States Army Versus the Sioux, 1862-1865*. Whereas Carley's book is more of a timeline of events, Clodfelter is more in depth on the stories behind the War and is not as focused on just the Minnesota aspect. Many of the events that lead up to the murders at Acton, and many of the larger names from the

war came from other places or made a name for themselves somewhere else previously. Whereas Carley often left those out, this book included them since it is a much broader text on the war itself. Despite not taking place in Minnesota, the Massacre at Spirit Lake is directly tied to the Dakota War in Minnesota because men like Inkpaduta, who was behind the massacre, fought against the US Army in the War. After their expulsion, many of the Dakota and other Indians were forced to go to the Dakota Territories or the reservations in Nebraska and this book follows them on those journeys. It also gives a more detailed account what happened to many of the Sioux leaders like Little Crow who even after the hangings in Mankato tried to rally Indians in Canada to the cause, along with the British Canadians but failed. While the book is less focused, the sheer amount of information and local ties is enough to write ten lessons on and I found it invaluable to my project and my studies of Minnesota History in general.

Also of use to this portion of the curriculum, and the easiest to access for teachers is the web page on the Minnesota Historical Society Web Site dedicated to the U.S. vs. Dakota War of 1862 <http://usdakotawar.org/>. This site is a one stop shop of information and is highly interactive so teachers can use it as part of a lesson plan or let students do research on their own. The site contains a history of relations between the Settlers and the Indigenous Peoples, the many treaties that were signed over the years, interactive maps to show how westward migration effected the area, biographies of important individuals involved in the War and detailed information on the aftermath. The site has PDFs of various historical documents, pictures and artwork from the time period and links to articles for students to do further research. Each section is filled with primary documents and historically sourced information and even includes bibliographies for

further research. This site could be invaluable in seamlessly creating interactive lesson plans for students without needing to purchase books or copy documents.

Rise of Industry in Minnesota

Minnesota is rather unique in that even though it is not located on either coast, which tends to be thought of as the hubs of business, it is flush with multibillion dollar multinational corporations within its borders. What is even more impressive is that these companies started out in Minnesota and grew from small time local businesses to global brands and corporate giants. *Land of the Giants* by Don W. Larson, is a chronicle of these business and how they changed the landscape of business in Minnesota, in some cases America.

What I found most fascinating about this book was that it did not just cover the rise of the flour mills in Minneapolis and use that as a jumping on point to how Minnesota became a corporate giant. While becoming the "Mill City" is a turning point in Minnesota History, it is not even close to the only important fork in the road. Larson actually begins with the timber industry and how it leads to the first boom in business in Minnesota. Larson dedicates chapters to other areas like the mining that grew from the Iron Range and how large giants like Carnegie and Rockefeller owe much of their fortunes, whether by shrewd business or backdoor deals, to the discovery by Minnesota people. Other chapters discuss the rise of West Publishing and how it went from a small little St. Paul Law Subscription service to being the leader in Court Room document printing and publishing. Larson also goes on to talk about such giants as Super-Valu,

Honeywell and the formation of the Land O' Lakes Cooperative. All of these companies have their roots in Minnesota, and have stayed here over the years.

Where Larson really hits a home run for me though is in his discussion of James J. Hill and his attempts to consolidate the rail lines in the late Nineteenth and Early Twentieth Centuries. The relevance to this is not in the rail lines themselves, but how one man in 1901 nearly did what would later happen in 2008; collapse the American economy nearly over night. While I guarantee every student who has ever travelled to St. Paul has heard the name of James J. Hill, they know nothing of his businesses, how he was termed the "Empire Builder" and how his actions to consolidate all the railway lines almost destroyed Wall Street and the American Economy as a whole. Everyone is accustomed to hearing about the big financial institutions like JP Morgan, whose namesake was good friends and a backer of Hill in most of his endeavors, and how their actions brought the economy to a halt but to hear about a similar debacle happening a hundred years earlier and have it be caused by one of our own, that is something students can really sink their teeth into. Larson's book, while a bit outdated since it was published in 1979, strikes the perfect cord for discussing the rise of business in America through the lens of business growth in Minnesota.

African Americans in Minnesota

Despite my living in Minnesota all of my life and being pretty well versed in the basics of its history, one thing that has always been glossed over or ignored was African American migration to Minnesota and their lives once they arrived here. While Minnesota has a reputation as a very "White" state because of the predominance of European heritage within its borders there is still very large African American

Communities that reside in the Twin Cities and other large urban areas like Duluth.

Since African Americans by definition are not indigenous to this area how did they come to settle in the North Star State? *African Americans in Minnesota: The People of Minnesota* by David Vassar Taylor is a great account of the African American migration in the early days of the Minnesota Territory and how the communities grew and became influential in the fight for Civil Rights.

Taylor paints a picture of Minnesota as not just some random northern state that slaves ran to escaping bondage, but actually a very vital cog in helping slaves escape. When Minnesota was still just a territory, and even in its early years of statehood before the Civil War it was a vacation hot spot for Southern families during the summer. Oftentimes those families would bring their slaves along for the trips which lead to some confrontation over the rights of the slaves when within the borders of a "Free State/Territory" like Minnesota. The most famous of these cases, and one that is taught every year in American History is *Dred Scott vs. Sanford* where Scott sued for his emancipation since he had lived two years in states and territories that outlawed slavery, including his time at Fort Snelling in the then Wisconsin Territory. More often than not the slaves lost their cases but they laid the groundwork for The Emancipation Proclamation years later.

According to Taylor, St. Paul was an important stop on the Underground Railroad which smuggled slaves from the South into the North to protect them and help them start new lives. Many African Americans who lived in St. Paul, whose population had begun to rise once statehood was granted, were influential in helping these former slaves find their freedom. Here is another example of a Minnesota angle I can use to help students

connect more with the material. Usually when students study about slavery or Dred Scott they study the basics and hear about everyone else involved whether it be the slave states, the Supreme Court or the abolitionists. How much more interesting could it be to them though to learn how important Minnesota was in these efforts?

Much of this information is backed up by earlier sources on the subject. *The Negro in Minnesota* by Earl Spangler was published in 1961 and not only confirms much of the information in Taylor's book but adds more information on the subject. Originally published as a study done by the Minnesota Historical Society and the Minnesota Statehood Centennial Commission the purpose of this volume was not to give a sociological breakdown of the African American people of Minnesota over the years, but to give a fact based account of the arrival and lives of the African Americans.

What sets this book apart from Taylor's is that it is based more on the historical records and primary sources that were available at the time as opposed to a combination of stories and facts in Taylor's volumes. Since this was a project being done by the Historical Society accuracy was the primary concern. The list of sources in the bibliography and footnotes in each chapter speak to the sheer amount of research was put in to give us a look into how this community came to be.

The real value of the book comes from the way it breaks down the growth of many of the elements of the African Community. I found it very interesting how the African American leaders in both Minneapolis/St. Anthony and St. Paul rose to prominence. They were able to procure land and buildings for churches and public schools, were able to get African Americans hired onto the police force, get African Americans on juries prevent any real long-term segregation in the public schools, they

were able to get Minnesota to pass suffrage acts way ahead of the rest of the Midwest and the nation and they organized meetings for Civil Rights reforms that lead to the eventual NAACP.

I think students would take great pride in learning that while even though Minnesota wasn't perfect in regards to how they treated the African Americans in the Late Nineteenth and Early Twentieth Centuries, they were always on the forefront progressive reforms. That is why the population rose every year and why many of the communities that were born alongside the birth of Minnesota itself are still thriving today.

Another Source of information on the African American experience in Minnesota is *Degrees of Freedom* by William D. Green. Green was a professor of History at Augsburg College and he researched the lives of the African Americans in Minnesota starting with the early statehood period all the way through the founding of the Minnesota Chapter of the NAACP in 1913. This book is filled with firsthand accounts, from historical documents, of not only how the African American population grew in the newly formed state but also how African Americans came to influence the politics of the day even in the face of systemic racism. The book details Minnesota's role in the Underground Railroad and how the fugitive slaves were not only protected by fellow African Americans, but were able to find work as barbers in prominent parts of the state and befriend Legislators and Businessmen with enormous influence in the hopes of shaping how Minnesota would deal with the Civil Rights discussion. Green does a masterful job of showing the dichotomy of the African American Experience in Minnesota through anecdotes and stories found in historical documents and shines a light

on how even in a Northern Progressive state like Minnesota the African American struggled to be equal.

Minnesota Facts

As part of the guide I have structured in a method of just including random Minnesota facts to keep the Minnesota perspective in play on a daily basis even on a very minute level. Sometimes curriculums or just specific lessons do not allow for a complete shift of the subject matter, but basic all around knowledge of the state and its history can allow for a teacher to use Minnesota history however they feel it may pertain to their lesson. The first book I found that really helped in that regard was *Minnesota 101*, a pocketbook written by Kristal Leebrick, Ruth Weleccki, Kate Dohman, Amanda Fretheim Gates, Tim Lehnert and John Macintyre. It starts with a concise timeline of Minnesota history starting a billion years ago and ends with facts from 2009. Dispersed within the timeline is a quick two-page overview about the fall of the Dakota tribe, a page long biography of Minnesota's first Governor Henry Hastings Sibley a Top Five list of the most notorious gangsters to live in Minnesota, a page long explanation of the State Fair and another on the Mayo Clinic. This timeline and the structure of the chapter as a whole is primer for the entire book. Each chapter has a theme, and within each chapter are factoids and lists, along with stories and biographies related to that subject. This book fits perfectly with my proposed idea of adding a "Minnesota Fact of the Day" when lessons don't allow for more of a shift of perspective. Perhaps when talking about immigration to the U.S. you can use the chart which breaks down the minority population of the St. Paul School districts (page 52) or when talking about the "Roaring Twenties"

you can use information found in the brief biography of F. Scott Fitzgerald. This book is proof that every little bit helps, especially as it pertains to my guide.

Along these same lines *Minnesota 150: The People Places and Things that Shape Our State* by Kate Roberts is another text filled with random information that can be used in class. To commemorate the 150th Anniversary of Minnesota becoming a state the Minnesota Historical Society asked people to nominate people, places or things that are linked to Minnesota that either define the state or caused some sort of change in the state or world. After the list was filtered down to 150, they were then put on display at the Minnesota History Museum which this book is a chronicle of.

Historically speaking, this is not the most important book I read for this project. Each of the subjects is covered very briefly, and there is no real rhyme or reason behind the order they were presented. I would have dismissed this entire book completely if not for the fact that random and obscure facts are actually an important part of this curriculum.

As stated previously, there are going to be days where there will be no opportunity to completely shift the perspective of the lesson plan to Minnesota. It is important though that even on those days something that has to do with Minnesota so random facts or tales given as a hook or just a greeting as class opens will be important. For that purpose this text is invaluable to this project. I doubt there will ever be a lesson about why Indian Casinos exist, but perhaps on a day when we talk about the Supreme Court I could mention *Bryan v. Itasca County* which started out as a man challenging his \$147.95 tax bill but became the cornerstone for making Indian Reservations autonomous from the laws of the state. Perhaps when talking about economic hardships in the 1930s

I can mention the Minneapolis Truckers Strike of 1934 to show what was going on here at the time. Finally, maybe when we discuss the rise of the large corporations in the Twentieth Century I could mention 3M and how it rose up from its humble roots on the North Shore in Two Harbors. None of these topics is large enough to cover on their own in a lesson plan but each of them is something that I could work into a class period. This book is filled with factoids like that, stuff that I can use to keep Minnesota in the minds of the students even if the subject matter is not specifically linked to Minnesota in any way.

More than just factoids though will be needed though when discussing the broad history of Minnesota. *A Popular History of Minnesota* by Norman K. Risjord was truly the text I needed to give me a life story of the state. At first glance the book looks and sounds like it is filled with myths and legends probably handed down for generations about the region. What the book actually is though is lifeline of Minnesota, starting with the Glacial Period and its effect on the area, all the way through the creation of the Farmer-Labor Party and its effect on Minnesota Politics. If there was one book someone needed to read to learn the broadest amount of background information about the state, this would be it. Another way this book is rather deceiving is that it is not a large volume, just your average 284 page paperback book available at Barnes and Noble. There is only so much information you can cram into so few pages. What I found though was everything had relevance. Each chapter is glimpse at a different time period in Minnesota's life oftentimes complete with pictures or artifacts to enhance the reading experience.

What really sets this book apart though is what comes at the end of each chapter. The last couple of pages is a section called "Visiting History" which is a comprehensive list of museums, archaeological sites, monuments and history centers to go to for further information complete with directions and a brief synopsis. I cannot stress enough the importance of this information because what better to learn than to do it first hand at the scene of the crime so to speak. Perhaps field trips can be arranged to Fort Snelling or the James J. Hill House or perhaps students will want to visit the Guthrie Theatre or Charles Lindbergh's home. Sometimes the best way to change perspective is to get students out of the class and away from their books and have them see up close and personal Minnesota's History in the flesh and see how important it really can be.

In the next chapter I will show the methods by which I used the information in the Literature Review to craft the curriculum. It will discuss my plans for the curriculum and how I plan to break it down and incorporate it into the current American History program.

Chapter Three

Methods

In what ways can I craft a Minnesota perspective into the standard curriculum?

After reviewing the graduation standards and the materials I would be using for this project it became obvious that there was no way to add in entire units to the current American History curriculums because they were already information heavy. Since most of these students have had, at best, a semester's worth of Minnesota History dispersed over the course of nearly a decade's worth of schooling, it seems irrational that they could learn the pertinent information. With 40 pages of standards just on American History, there would need to be something taken out in order to add this in and that is counterproductive as it would only add to the clutter if we were to add Minnesota History to the current schedule of study. The easiest way to incorporate the lessons is by melding Minnesota History in alongside the current lessons already being taught in high school American History classes. This method allows for the new information to be more of an addendum, instead of piling on and weighing the students and teachers down with more work.

For this project I had a primer in *Northern Lights* which was published by The Minnesota Historical Society. (Kenney, 2003) *Northern Lights* is a wonderful curriculum that traces Minnesota from its first inhabitants all the way to today's immigrants. It is filled with pictures and facts along with lessons for the classes. The only problem with this curriculum is it is set up for Middle School aged students; the lessons are not nearly advanced enough to be implemented in a high school classroom. The difficulty level

would need to be ramped up and most of the lessons changed just to get it on the correct grade level.

Another issue with *Northern Lights* is that it is a full curriculum, to use it I would either need to add in various lessons as replacements for others or I would need to make the history course a full course in Minnesota History. If I was a tenured professor in college or if I was the department head at my school this may be possible to do, but otherwise it just is not a feasible option. The only way to really integrate Minnesota History into the current setup is to write my own guide filled with resources and lessons that add to, without replacing, the current lessons as they are. It is important to note once again, this is not meant to replace the current discipline, it is meant to act as a supplement to it.

Guide

The guide is broken up into two different sections: the first is a unit plan on Minnesota in the Civil War where I shifted each day's lessons to have a Minnesota Perspective. For each day's lesson I have listed the essential questions, the information students will be able to recall at the end of the lesson, and a basic breakdown of how the lesson will go. Many of the lessons will include firsthand accounts from the men who fought during the Civil War and the Dakota Uprising that happened alongside it, so students will understand how important Minnesota was to the war. With the amount of information the Minnesota Historical Society has put out on the subject, students will be immersed in Minnesota History while still learning about all of the major battles and leaders that they would be studying in any American History course. The difference of course is the people they are reading about are just average Minnesota residents like the

students and their families. Some days will see a complete change in the lesson plans from a broad scope to a more refined Minnesota scope, other days will see an added hook where the Minnesota perspective is introduced, while others may only require a mere mention of Minnesota at all. I will provide the before and after so the changes, no matter how small and seemingly insignificant, will be noticeable to the reader. The idea behind this guide is not to overwhelm the teachers (or the students) but to give them ideas they can use and implement where they see fit. The hope is that any school in Minnesota whether it is rural, suburban or inner city, will be able to incorporate some, or all, of this curriculum into their daily teachings to enhance the student's learning and connection to the material.

The second part of the guide are the two lessons I included to show how lessons can be adapted. The unit plan gives a nice breakdown so I took one lesson from that unit and broke it down to show how I taught it in a classroom. The lesson was part of the two-day study of the Battle of Gettysburg and allowed me to use the First Minnesota Volunteer Infantry as storytellers for the battle. This lesson showed how just shift the focus away from the whole battle and focusing on what was happening in one spot in one skirmish, you can get a better perspective on the battle as a whole. The second lesson was on the rise of corporations in America and how the economy works but instead of focusing on Andrew Carnegie or Rockefeller, I focus on James J. Hill of St. Paul and how his actions while running the railroads nearly destroyed the American Economy. My guess is most students have heard the name James J. Hill in their lifetime, but I doubt they understand how influential he was or how shrewd a businessman he was and that

could be infinitely more interesting to the average high school student than discussing American Steel or Standard Oil.

Ideally, this guide will be applicable to any high school American History course no matter where the district is located within the state of Minnesota. The amount of Minnesota based information that is added into the daily work would be dependent on the teacher and how they run their class. Everything would be at their discretion based on whatever criteria they see fit each day. Some days it may just be a relevant fact or quick story that goes along with the day's lessons, other days it might be an entire lesson plan steeped in Minnesota. This guide is not meant to replace an entire unit or curriculum, it is solely meant to add perspective to the curriculum that currently exists.

Summary

Even though Minnesota is where we live, it seems that its story gets lost in education the older a student gets. While the Minnesota Department of Education makes it mandatory for students to learn basic Minnesota History in the middle school grades, there is no set of requirements for students in high school. It is important not to let this material be forgotten.

A fine line needs to be walked to make sure that courses don't buckle under the sheer weight of the information. Course loads are already filled to the brim with topics of discussion, and adding in more will not only make the teacher's job tougher, but will also make learning that much more difficult for the students. This guide is not meant to make things more difficult, it is meant to make the current class more well rounded. There are no requirements to how much the teachers need to shift the perspective; it is entirely up to

them. This guide is just here to show them how to add in the Minnesota Perspective, and give them the resources to do so.

In the next chapter I will break down how the curriculum is set up and implemented into the normal classroom. The weaving of this perspective without weighing down the current classroom is key to making this all work.

Chapter 4

Implementation

In what ways can I craft a Minnesota perspective into the standard curriculum?

American History courses are already bloated and with classroom time at a premium it seems almost an impossible task to add in more. The easiest way to incorporate the lessons is by weaving Minnesota History into the current lessons being taught in high school American History classes. This method allows for the new information to be more of an addendum, instead of piling on and weighing the students and teachers down with more work.

The question then becomes, how do I weave in the Minnesota Perspective in a way that won't either completely blow up the entire curriculum or cause important information to be passed over? The point of this is not to replace, but to give a foundation based closer to home for the average student to grab a hold of. If we were to use a house as a metaphor, we don't want to tear the house down and rebuild it, we want to make the house stronger and more inviting by enforcing and strengthening the foundation the house lies on. The key is subtlety; make sure to have just enough local flavor to pique the student's interest and give them a foothold to open up their mind to learning.

To show one way this can be accomplished in a broad sense I have taken a basic unit on the American Civil War and adapted it to this new perspective. I found this was the easiest method to begin with because Minnesota factors into most of the main topics

of the Civil War Unit but somehow always seems to be forgotten. Minnesota's impending statehood caused issues for the Slave States, Dredd Scott used his being taken to Minnesota (a non slave territory) by his owners on many occasions as an argument for his freedom, when Fort Sumter was attacked it was Minnesota that offered the first volunteer soldiers of the Civil War (The First Minnesota Volunteer Infantry) and at nearly all of the major battles in both the Eastern and Western Theatres discussed in the average American History class Minnesota soldiers were engaged in the fighting. Despite all of this though Minnesota is always an afterthought. To rectify that I augmented each day's lessons to include some aspect of Minnesota within them, usually firsthand accounts from letters and diaries which will give students a window into the day to day life of a soldier as they went from battle to battle. These accounts will come from primary sources like *The Last Full Measure* which is comprised mainly of letters and journals from the First Minnesota, MNOPEdia.org which is a web resource created by the Minnesota Historical Society that has articles timelines and background into the role Minnesota played in the War, and other books and maps detailed in my Literary Review that will be included with each lesson. I do not want to add any undue cost so free resources are the priority along with making sure each source is properly researched and vetted.

Included in this chapter is a "Unit at a Glance" for this Civil War section which gives an outline of how the month-long unit will unfold. Each day I have listed the subject, the outcomes students will be able to reach, the essential questions that will be answered throughout the day's lessons and finally the activities and discussions that will occur in the class period. This outline shows not only that Minnesota is well represented

within each day's lessons but that nothing is lost by shifting the perspective. In fact, by using Minnesota Regiments as the guide through the Civil War the unit actually became more diverse by covering a wider array of important conflicts.

As a formal assessment of the unit there will be two components: a unit exam and a daily diary kept by the students of the daily life of a member of the Minnesota regiments. The exam will be standard multiple choice and true false covering the facts of the unit and the major points of the Civil War. The exam will be given on the last day of the unit and will act as the formal method of checking student's knowledge of the material.

The Daily Diary will be a day to day assessment of the student's knowledge and will act as the larger portion of the overall points for the unit. At the beginning of the unit the students will choose the name of some member of the First Minnesota. They will not be required to do any research into the character though any information they choose to find about said character can be included in this project. Each day during the last 5-10 minutes of class the student's will write a one page diary entry either in the form of a personal journal or a letter home about whichever battle or scenario we studied that day. Many of these lessons are lecture based so I need to find ways to keep the students engaged while still learning day to day. Since much of the information we will have about the movements will be based on letters home and journals by actual soldiers fighting in the First Minnesota, this will act as a parallel allowing the students to immerse themselves in the characters and the world around them. The students will describe, in their own voice as the character, what happened in the scenarios discussed in class that day. They will describe such aspects as where they are, what their movements were,

what the battle was like and their overall feelings towards the war and the life they lead. Students will be encouraged to include as much detail into the daily life of soldiers in the Civil War so we can see how their attitudes changed from beginning to end.

In Appendix A of this paper you will find an example of a Civil War unit that has been adapted to the new shift in focus along with a calendar to break down the unit over the course of one month of classes. In Appendix B I have included two examples of lesson plans that have been adapted to the new shift in perspective including one from the Civil War and one on James J. Hill.

Chapter 5

Conclusion

In what ways can I craft a Minnesota perspective into the standard curriculum?

It has become clear that it the only way to truly make this work is to try and find a way to make the students have a connection to the material being discussed. I may be someone with a true passion for the past but I am the exception, for the most part students would rather study anything than history because it has no meaning to them overall. The one thing we all take pride in though is our home and so maybe if we were to incorporate that into the daily lesson, students just might want to learn a bit more and become more engaged.

The most obvious way to do that would be to just teach Minnesota History. Many colleges offer courses such as these and they are quite enjoyable. The problem is that in today's educational climate offering such a course in high school is just not feasible. With the statewide academic standards setting up the guidelines for what students need to learn before they graduate there is just no way to swap out curriculums without putting the students in danger of not advancing academically. Since Minnesota does not deem it necessary to teach Minnesota History in any curriculum past eighth grade, it would make no logical sense to swap out classes that teach those standards for a curriculum that teaches none of them. There are only so many class periods in the school day and each one needs to be specifically tailored to make sure the students can get an overview of the maximum amount of these requisites.

There have been curriculums written about this subject previously, but they are either for younger students which means that high school students would find little

interest in them nor find them challenging. Also, these programs tend to wipe out the old curriculums which would put students at a disadvantage when it comes to the standards. While I could use these lessons as a primer, the fact is neither could do what needed to be done, which is to teach students everything they need to learn to graduate, while also making it interesting by having it be more localized. The point of this guide was to find a way to merge the two together without weighing down the curriculum to the point that it ceases working.

The key is of course adaptation. The only way I found to make all of this work was a concerted effort by the teacher, in this case me, to shift the focus of their lesson plans. This is not a comprehensive change where you scrap what came before and start anew; it is just trying to find a way to make Minnesota relevant to the discussion at hand. Sometimes all students need is a little hook, something to jolt them into focus and realize that history might not be as far away as they think it is. That was the point of using a Civil War unit as the example in this guide. Every student has spent multiple semesters studying this pivotal point in American History. Most of the day's lessons in this adapted Unit Plan parallel the same day's lessons in a normal high school curriculum. What sets it apart though is that we aren't looking through the eyes of a narrator we are seeing the war through the eyes of the soldiers that come from towns all across Minnesota. Nothing is lost all of the major leaders are discussed, when and where the battles took place and their outcome on the war itself so all of the guidelines are met. The major difference though is that we get to see how Minnesota was important every day throughout the unit. Whether it was Alexander Ramsey volunteering the first soldiers of the war, the Second Minnesota men helping secure the first Union Victory at Mills Springs or the gallantry

showed by the First Minnesota to save the day at Gettysburg there is always a Minnesota story to tell and I made sure to include it.

In a world that is becoming much smaller thanks to globalization and social networking much of our civic pride can get lost in the shuffle. It is important to not let school add to that. As a teacher in Minnesota I feel it is important to keep the Minnesota Perspective alive and well in the curriculums that I teach. Students need to be reminded that Minnesota is as important as any other state in the Union and that its history is important. This guide is my attempt to show other teachers how to do the same thing in their classrooms so maybe they too can get their students more engaged in American History.

Appendix A: Minnesota in Civil War Unit Plan

Day 1: Minnesota Territory/Statehood and Slavery

Students Will Be Able To:

- 1) Review what daily life was like in the Minnesota Territory in the 1850s
- 2) Compare that to what life was like in the rest of the country
- 3) Discuss African Americans in Minnesota/Dred Scott

Essential Questions:

- 1) What was life like in the Minnesota Territory before statehood?
- 2) Was Minnesota pro-slavery or against it?
- 3) Who was Dred Scott and how was Minnesota important to his story?
- 4) What effect did Minnesota's statehood have on the already violent relations between the North and South?
- 5) What role did Minnesota play in the *Underground Railroad*?

Activities:

Split the class in half with one side representing the North and the other the South. Make sure to have the groups be equal, holding back a couple of students to represent new states coming in. Start adding states to the "North" and explain how that gives them more perceived power.

After one of the students is admitted as Minnesota talk about fugitive slaves. Talk about Dred Scott case and how it relates to Minnesota. Have the "South" explain why they feel fugitive slaves are still property and the "North" discuss why they support the freedom of escaped slaves.

Minnesota Social Studies Standards: 9.4.4.19.1 and 9.4.4.19.2

Day 2: Attack of Fort Sumter/Minnesota Volunteers

Students Will Be Able To:

- 1) Summarize how the war began
- 2) discuss how it came to be that Minnesota was the first volunteers of the Civil War
- 3) compare how despite this unique distinction Minnesota is usually not thought of when studying Minnesota

Essential Questions:

- 1) What was the spark that caused the Civil War to begin?
- 2) Who were the first soldiers volunteered for the War?
- 3) How did they get that distinction?

Activities

As an opener explain the random confluence of events that lead to Minnesota having the first volunteers of the Civil War. Open up a discussion on what the significance there is, if any. Following that brief discussion recount what had been causing the divide between the North and South and describe the attack on Fort Sumter. Discuss how the students would feel during this period and whether they would support going to war and have them begin their journal assignment as a volunteer in the First Minnesota Volunteer Infantry.

Minnesota Social Studies Standards: 9.4.4.19.2

Day 3: Early Days of the Civil War/Training at Fort Snelling

Students Will Be Able To:

- 1) Describe where the First Minnesota Volunteers came from
- 2) Recall where the First Minnesota trained
- 3) Outline what training was like
- 4) Summarize what happened after they finished training

Essential Questions:

- 1) Which part of Minnesota did the volunteers come from?
- 2) Where did they train?
- 3) How long was their original enlistment for?
- 4) What was their mood like and how did they feel about the War?

Activities:

Using the breakdown located in "The Last Full Measure" break down where the soldiers from the First Minnesota came from and the differences in the lives they had lead previous to the war. Give a brief history of Fort Snelling and describe what training was like there using firsthand accounts from historical documents. Describe the First Minnesota's trip to Washington D.C. to join the Army of the Potomac and how they were treated in the towns they passed through. (receiving food, gifts, flags and much applause) Continue journal exercise by having students describe life at Fort Snelling, their fellow soldiers, their leaders and what they hope the outcome of the War is as their character.

Minnesota Social Studies Standards: 9.4.4.19.2 and 9.4.4.19.3

Day 4: First Minnesota at Bull Run

Students Will Be Able To:

- 1) Explain who fought at the Battle of Bull Run/Manassas
- 2) Summarize what happened in the battle
- 3) Relate the experience of the First Minnesota in the fight with the outcome
- 4) Decide who won and why

Essential Questions:

- 1) Who was involved in the Battle of Bull Run?
- 2) Which Minnesota regiment was a part of it?
- 3) What was the battle like and were the Minnesota men in the thick of the battle?
- 4) Who won the battle and why?

Activities:

Begin the class by asking the students if they know where Bull Run/Manassas is? Have the animated map ready to show its location and how close to Washington D.C. it was. Using the letters and diaries of the members of the First Minnesota talk about the battle and describe the action to the students. Following the breakdown lead a discussion with the students about what they feel were the mistakes made before, during and after the battle and how things could have been different overall if not for these mistakes. Have students write journal entry describing their character's feelings in the aftermath of the battle. How have their opinions changed?

Minnesota Social Studies Standards: 9.4.4.19.3

Day 5: Second Minnesota at Mills Springs

Students Will Be Able To:

- 1) Identify where is Mills Springs located
- 2) List who was involved in the battle
- 3) Analyze who won the battle
- 4) Explain why this small battle so important for the Union cause

Essential Questions:

- 1) What happened at Mills Springs?
- 2) Where did this battle take place?
- 3) Which armies were involved and what Minnesota Regiments?
- 4) What was the moral of the Union soldiers up until this point?
- 5) What was the outcome if any?
- 6) Why was this battle and its outcome so important for the Union cause going forward?

Activities:

It is important to reiterate for the students that up until this point the Union had zero victories in the Civil War. Mills Springs is a great example of how messy battles can be in wet weather and how opposing forces can look similar. Discuss how weapons were failing and leaders had issue telling friends from their foes. Discuss the back and forth of the battle and how the Second Minnesota fought hand to hand with Confederates in the hope of holding the line and breaking the Confederate advance. Poor decisions and tactical mistakes had already extended the war longer than anyone thought. While the soldiers moral was high there was growing unrest in the North for a victory. The Second Minnesota was in the thick of the battle helping to break the Confederate line and force them to retreat. Open up a discussion with the students about the various reasons this was important both tactically and for moral. Explain how the Second Minnesota were called "The Liberators of Kentucky" following the battle and how it began a string of victories in Kentucky that lead to the Union being able to advance into Tennessee. Have the students discuss how the mood of the country towards the war may have changed after this victory so they understand that no battle/victory, no matter how small, is important. Finally close the discussion with pictures of the monuments for the Second Minnesota and selected readings from their letters and diaries to show how this victory affected them as well. Students will enter an entry of their character describing moral as they heard of their fellow Minnesotans helping to defeat the Confederates and change the entire momentum of the War so far. They should include their feelings on the War lasting longer than first thought.

Minnesota Social Studies Standards: 9.4.4.19.3

Day 6: First Minnesota During the Peninsula Campaign

Students Will Be Able To:

- 1) Recite what the Peninsula Campaign was and when it took place
- 2) Compare the differences between battles and campaigns
- 3) Identify who was involved
- 4) Outline the various skirmishes and battles fought

Essential Questions:

- 1) What was the Peninsula Campaign?
- 2) How long did it last?
- 3) Which armies were involved and what Minnesota Regiments?
- 4) What was life like during this time period for the men?
- 5) What was the outcome if any?

Activities:

Explain the differences between a campaign and a battle. Discuss how over the course of 5 months in 1862 the Army of the Potomac fought on the Virginia Peninsula against the Army of Northern Virginia. Show a map of where the campaign took place and show how its purpose was to get to Richmond and capture the Confederate capitol. Have students read from the information provided by the First Minnesota to get a better idea of what life was like from March to July as they went from battle to battle. Discuss what the living conditions were like, how rough the terrain and weather was and what morale was like. Ask students to discuss whether they think it was worth the effort. Show how the men felt about their leader General George McClellan and how he turned them from a ragtag group of regiments with no discipline into a true army and also the arrival of General Robert E. Lee into the fray as the new leader of the Army of Northern Virginia and how that changed things going forward. Finally discuss what caused the overall failure of the Peninsula Campaign and what was going to come next. As this lesson describes an entire campaign students will need to have a longer entry, perhaps multiple if they so choose, that describe the different aspects of such a long campaign of battles. They should make sure to be specific as these journal entries may represent the only communication they have with their characters' families at home.

Minnesota Social Studies Standards: 9.4.4.19.3

Day 7: Second Minnesota at Shiloh

Students Will Be Able To:

- 5) Explain who the Second Minnesota Volunteer Infantry is
- 6) Locate Shiloh on a Map of the US
- 7) Describe who fought at the battle of Shiloh
- 8) Recite the outcome of the battle
- 9) Relate the Second Minnesota's actions in the battle
- 10) Comprehend who won the battle and what that meant going forward

Essential Questions

- 7) What is the history of the Second Minnesota Volunteer Infantry
- 8) Where is Shiloh located?
- 9) Who fought in the battle?
- 10) When was it fought and how long did it last?
- 11) How was the Second Minnesota involved in the fighting?
- 12) Was there a decisive victory for either side?

Activities:

Using firsthand accounts breakdown who the Second Minnesota volunteer Infantry was and a brief accounting of their time at Fort Snelling. Talk about their joining the Army of the Ohio and how they arrived after the Battle of Shiloh but had a firsthand look at the aftermath of the battle. On a map show students where Shiloh is located then show them the animated map from the web site. Have students read aloud the accounts of the Second Minnesota at Shiloh and have them discuss their impressions of the battle. Have them try and predict an outcome and then confirm their hypothesis based on the events as they transpired. Journal entries should consist of how their character would react to the news about the battle and the Union Victory.

Minnesota Social Studies Standards: 9.4.4.19.3

Day 8: What Was Life Like in the Army

Students Will Be Able To:

- 1) Describe the living conditions of the soldiers
- 2) Recite the experience of the men from various firsthand sources
- 3) Infer their mental and physical health
- 4) Discuss whether they would have kept fighting
- 5) Interpret why the men stayed and still fought despite

Essential Questions:

- 1) What were the living conditions like in the Army of the Potomac?
- 2) What was moral like?
- 3) Was the pay good?
- 4) Were the men fed well?
- 5) Why did they keep fighting?

Activities:

Because the Civil War was the first war fought where there was a high level of literacy amongst the soldiers, lots of documents exist to describe the action in a firsthand way. So far during this unit we have used these to show what battles were like, what training consisted of and what the Minnesota soldiers thought of their leaders. What this lesson will focus on is just reading what the day to day life of the average soldier in the Union Army was like. We will see and read examples of the food they ate and how malnourished they often were. Students will see pictures and read entries about how much marching the soldiers did and the drilling they had to do. Finally we will discuss their clothing and living conditions so students knew how easy it was to get sick. The point of this lesson is to help students to see that a soldier's life is not nearly as glorified as it is often represented and that these men were living a life that today would be on the level of poverty. Thanks to the letters of the many Minnesota Regiments, we have a glimpse of the life they lead, and how that didn't hurt their resolve to defend the Union cause. Much of this class will be devoted to students writing detailed accounts of the day to day life of the soldiers in their journals. They will be encouraged to expand on ideas they wrote in previous entries in hopes of further fleshing out the life of their character and their fellow soldiers.

Minnesota Social Studies Standards: 9.4.4.19.2 and 9.4.4.19.3

Day 9: First Minnesota at Antietam

Students Will Be Able To:

- 1) Recall the battles that lead up to Antietam
- 2) Identify who fought at Antietam
- 3) Reconstruct the battle
- 4) Estimate the amount of lives lost
- 5) Comprehend who ōwonö and why
- 6) Explain the significance of the Battle of Antietam

Essential Questions:

- 1) What were some of the battles that lead up to Antietam?
- 2) What was morale like for the soldiers in the First Minnesota/Army of the Potomac?
- 3) Which armies fought in the battle?
- 4) Was there a winner?
- 5) How many casualties were there? Why is that significant?
- 6) How did this battle change the fortunes for both sides? How was the outcome significant?

Activities:

Discuss with the students where Antietam is located and how important this was because of its location in the North. Have the students break down the importance for both sides (Army of Northern Virginia and Army of the Potomac) to have a victory. As the lecture continues show the animated map so students get a sense of how the battle progressed. Have students read excerpts from journals and letters from the First Minnesota so students know how morale has changed since the early days of training at Fort Snelling. Without giving away who ōwonö give the basics of the battle and the massive amounts of casualties. Read aloud excerpts from the diaries of various members of the First Minnesota to give students a birdø eye view of the carnage. Ask the students who they believe won then reveal the outcome and have a discussion about that. If time allows discuss how this might have changed moral for both sides and how both ōcountriesö felt after this battle. Students will enter their journal entry about the battle. They should focus on the loss of friends and comrades, if they were injured, the horrors of such a massive battle and how the pyrrhic affects them and their resolve.

Minnesota Social Studies Standards: 9.4.4.19.2

Day 10: Emancipation Proclamation/African Americans in MN

Students Will Be Able:

- 1) Recite aloud portions of the Emancipation Proclamation
- 2) Discuss aloud the significance of Lincoln freeing the slaves and how it may have changed the Civil War itself.
- 3) Outline the growth of the African American Population in Minnesota

Essential Questions:

- 1) What is the Emancipation Proclamation?
- 2) Who wrote it?
- 3) Who exactly did it relate to?
- 4) How did the Emancipation Proclamation help the Union?
- 5) What was the African American Population like in Minnesota before the War?
- 6) What happened to the population as the War continued on?

Activities:

Begin the class by having students read the Emancipation Proclamation. Discuss Lincoln's reasoning for doing this after Antietam. Talk about who was freed by this proclamation. Talk about reactions in the North to this action and how it changed the War going forward.

The second half of class discuss the African American Population in Minnesota. How did it begin and who were the leaders? Remind the students of how Dredd Scott is linked with Minnesota. Explain to the students how the African American population grew going forward in the Twin Cities and how racism was alive in well across the state. Talk about how African Americans in Minnesota helped with the Underground Railroad and how African Americans in Minnesota became part of a thriving economy and a force of Civil Rights after the War. Students will write in entries based on how they think their characters feel about Lincoln freeing the Slaves and what they think that will mean going forward.

Minnesota Social Studies Standards: 9.4.4.19.2 and 9.4.4.19.3 and 9.4.4.19.4

Day 11: First Minnesota at Fredericksburg

Students Will Be Able To:

- 1) Recall who fought in the Battle of Fredericksburg
- 2) Summarize what the public sentiment was like for the War in the North
- 3) Explain the mistakes made by the Union in the Battle
- 4) Analyze who was victorious

Essential Questions:

- 1) Where is Fredericksburg?
- 2) Who fought there?
- 3) Why was this a significant place to fight?
- 4) What was public sentiment like for the War in the North?
- 5) What held back the Union from attacking sooner?
- 6) What was the outcome of the battle?
- 7) What was the aftermath?

Activities:

Begin the class with a 10-minute clip from the movie *Gods and Generals* that shows parts of the Battle of Fredericksburg. After the clip query the students on who the two armies were and what their quick impressions of the battle were. Show the animated map to show the troop movements and how the battle reached its conclusion. Using the words of the First Minnesota recount the events that lead to a massive defeat at Fredericksburg, specifically at Marye's Heights, since they were watching from the right of the Union Line. Talk about the mistakes made and what they believe would come next. If there is time have students discuss how they would feel about the War going forward from both sides. Student's journal entries for the day will be as observers of what happened. They should describe their conflicting feelings of both the relief of not being part of the slaughter, yet the anger over not being there to help turn the tide of the day. They had a front row seat to another massive defeat caused by their leaders, they should reflect on how that would make them feel.

Minnesota Social Studies Standards: 9.4.4.19.3

Day 12: Dakota Uprising in Minnesota

Students Will Be Able To:

- 1) Document the history of mistreatment of the Native Americans
- 2) Recall the leaders of the Native American Community and their views of war
- 3) Explain what happened to spark the war
- 4) Summarize the early attacks and who was involved
- 5) Evaluate who had the upper hand in the early part of the war

Essential Questions:

- 1) What was the Native American sentiment towards the United States?
- 2) Who were some famous leaders of the Dakota tribes?
- 3) Was there a divide amongst the Native American leaders on whether to get involved in fighting with the Americans?
- 4) What event started the war?
- 5) Which tribes went to war?
- 6) Where were the early battles fought?
- 7) Who had the better of the fighting in the early days of the fighting?

Activities:

As a start to the class ask students what, if any, knowledge they have about the Dakota Uprising and where it took place. Name off the towns where skirmishes and battles took place so students get a sense of closeness to this conflict. Give brief history of the Indian Agencies, their leaders and their locations. List off the leaders of the various Native Tribes and what their dealings were like with the U.S. Government. Have students discuss how they would react to the many triggers over the years that lead to this uprising and whether they feel empathy for the Native Americans. Explain to students how it wasn't until the murder of the five American settlers in Meeker County by Natives that the tribes finally went to war fearing reprisal. Discuss the early attacks on the Upper and Lower Sioux Agencies, New Ulm and Fort Ridgely. No journal entry for the day as this is just an introduction into the rising tensions of the Dakota and other Indigenous Peoples.

Minnesota Social Studies Standards: 9.4.4.18.2

Day 13: Minnesota Volunteers and the Dakota War

Students Will Be Able To:

- 1) Discuss how the tides of the war were changing
- 2) Analyze how the War was effecting Minnesota Citizens
- 3) Summarize who the Third Minnesota Volunteer Regiment was and how they came to be involved in the war
- 4) Break down how the Native American strategy began to fail
- 5) Evaluate how they think the war will end

Essential Questions:

- 1) After early success for the Dakota tribes how were things falling apart for them?
- 2) Where did the Third Minnesota fight previous to entering the Dakota War?
- 3) How did the addition of a full trained unit change the prospects for the Native Americans?
- 4) Did the Native American leaders alter their strategy?
- 5) Do you (the students) think the Native Americans have any shot at winning the War? Why or why not?

Activities:

Discuss with students their impressions of the War so far and who they think is winning. Begin talking about the second attack on Fort Ridgely and the successful defense of it by the Minnesota soldiers. Give an account of the fighting at Birch Coulee and the slaughter of the Minnesota Volunteers. Next recount the history of the Third Minnesota Volunteer Infantry and how their capture at Murfreesboro and subsequent imprisonment lead to them being reassigned to fight in the uprising. Discuss the fighting at Acton and Fort Abercrombie and how the tide of the war was changing and the Natives were losing momentum. The key to this day's lesson is to show on a map of the state where these battles took place. The Dakota uprising is often overlooked when discussing the time period but as tensions were rising over their mistreatment a conflict such as this was inevitable. Once again it is fortuitous that the Minnesota Men, in this case the Third Infantry Volunteers, were being paroled after their capture in Tennessee because they were what ultimately stood as the difference between victory and defeat for the Dakota. In their journals students will react to learning of the uprising, the burning of towns and the killing of innocents. They will be advised to stay in character and reflect the people of the time depending on what town they are from.

Minnesota Social Studies Standards: 9.4.4.18.2

Day 14: Defeat of the Dakota/Hanging in Mankato

Students Will Be Able To:

- 1) Describe public sentiment of the Native American War
- 2) Explain how the Native Americans were finally defeated
- 3) Recall the significance of Camp Release
- 4) Summarize the trials of the Native Americans
- 5) Interpret the significance of the hangings in Mankato
- 6) Outline how many other Native Americans were treated after the fighting ceased
- 7) Interpret how they feel this affected Native American feelings going forward

Essential Questions:

- 1) What were the citizens in Minnesota and the Dakota Territory feeling about the war as it continued on?
- 2) What was the final battle?
- 3) Where did the Native Americans finally surrender?
- 4) Why was it called "Camp Release"?
- 5) How many Native Americans were tried after the war? What were the outcomes of the trials? How many Native Americans were hanged in Mankato?
- 6) What happened to other Native American tribes after the war? How were they treated?
- 7) Was this end of the fighting?

Activities:

Start the class by asking how students would be feeling if they lived in the towns where these conflicts were taking place. Compare it to how students felt around 9/11 and ask if they would be for all out war with the Native Americans. Discuss the downfall of Little Crow and his followers and why they were never able to gain their decisive victories. Once again ask the students what they would want to happen to the Native Combatants and what they predict happened. Explain the surrender at Camp Release and the "Kangaroo Courts" that convicted most of the local Native Americans. Show the mural of the mass hanging in Mankato and have the students comment on the ironies of the punishments to the Indians while hundreds of the thousands were fighting to free the slaves. Finally give a brief rundown of what happened to many of the Native Americans afterwards including Little Crow's fleeing to Canada and the expulsion of many tribes of Native Americans, including those who stayed neutral. Explain to students how this

became the foundation for later conflicts. Students will again react in character to the defeat of the Dakota and the aftermath of the uprising.

Minnesota Social Studies Standards: 9.4.4.18.2

Day 15: First Minnesota at Chancellorsville

Students Will Be Able To:

- 1) Describe who was involved in the Battle of Chancellorsville
- 2) Summarize what morale was like amongst the men
- 3) What was Lee's risky strategy?
- 4) Explain why it was such a disaster for the Union
- 5) Discuss the significance of the death of "Stonewall" Jackson
- 6) Interpret how this battle would affect each side going forward

Essential Questions:

- 1) Which Armies were involved in this battle?
- 2) What were the sizes of Armies?
- 3) What was morale like in the Army of the Potomac?
- 4) What was Lee's strategy and why was it such a gamble?
- 5) Who was victorious?
- 6) How did the loss affect the Army of the Potomac?
- 7) How was "Stonewall" Jackson killed?
- 8) Based on what we have studied so far, who do you (the student) think is winning the Civil War and why?

Activities:

Reiterate that following the defeat at Fredericksburg the moral of the men in the Army of the Potomac was at an all time low. Have students read letters from the First Minnesota to back up this assertion. Talk about General Joseph Hooker being given command and the changes he made and how the men of the First Minnesota felt about these changes. Explain the purpose of the Army being at Chancellorsville and why the Union Army should have had a major advantage thanks to superior numbers and rest. As the Army of the Potomac was marching to attack Lee split his forces up despite being outmanned. Discuss the 4 days worth of battles and the massive failure by Hooker and his men to defeat Lee and move on to Richmond. Show the animated map. Recount the accidental death of "Stonewall" Jackson from friendly fire and how that would cause a major change in the Army of Northern Virginia going forward. Have the students analyze how the Civil War was going so far and how they would feel if they lived in the time. Based on the fighting so far, who seems to have the better shot of winning the war and why? Their journal entry should reflect the answers to these questions. Moral should be at an

all-time low even with word of General Stonewall Jackson being wounded after the battle.

Minnesota Social Studies Standards: 9.4.4.19.3

Day 16: Third Minnesota and the Siege of Vicksburg

Students Will Be Able To:

- 1) Identify where Vicksburg is located
- 2) Interpret the importance of Vicksburg itself
- 3) Compare and contrast a siege and a battle
- 4) Outline who was involved
- 5) Discuss the significance of the Siege of Vicksburg in class.
- 6) Analyze the significance of the Union's success at Vicksburg

Essential Questions:

- 1) What does a siege entail and how is it different than a battle?
- 2) Where is Vicksburg located?
- 3) Why is Vicksburg such an important strategic city for the Union to capture?
- 4) Which Armies were involved? Who from Minnesota was present?
- 5) Was there any skirmishes/battles? What was their outcome?
- 6) Was the siege successful?
- 7) What did the surrender of Vicksburg mean for General Grant and the Union Effort going forward?

Activities:

Ask the students if they know what a siege entails. Because attacks on the town were repelled Grant's strategy was to cut Vicksburg off from supplies and reinforcements and starve them into surrender. Ask the students whether they think that is a smarter strategy and when they feel it should be employed. Explain how after their 'victorious' efforts in the Sioux Uprising, the Third Minnesota was assigned to Grant's Army of the Tennessee and played a pivotal role in the siege itself. Show a map to the students where Vicksburg is and see if they can analyze why Grant made this such a high priority. Controlling the Mississippi is of the upmost concern and Vicksburg was one of the final pieces. Have the students read aloud excerpts not only from the Third Minnesota, but also from people who lived in Vicksburg to show how bad conditions got before they surrendered. Show the animated map for help in explaining the reason Grant coveted Vicksburg and why a siege worked. Compare Grant's strategies with those of the leaders of the Army of the

Potomac and discuss why one works better than the other. In their journals students should discuss the difference between Grant and their current leadership since they see nothing but losses while other Armies employ better strategy. Describe their hopes for victory at Vicksburg.

Minnesota Social Studies Standards: 9.4.4.19.2 and 9.4.4.19.3

Day 17: Gettysburg Day 1

Students Will Be Able To:

- 1) Interpret how each side was viewing the prospects of victory to this point
- 2) Analyze the changes made to the Army of the Potomac
- 3) Describe where Gettysburg is located
- 4) Recall who fought at Gettysburg
- 5) Explain how the Armies came to meet at Gettysburg
- 6) Analyze the events of the first day of fighting

Essential Questions:

- 1) Up to this point, who was winning the War?
- 2) Which Armies met at Gettysburg?
- 3) Who took over as the leader of the Army of the Potomac after Chancellorsville?
- 4) What was Lee's strategy at this point?
- 5) Where is Gettysburg located?
- 6) How did this battle break out, and why was it so important for both sides to win this battle?
- 7) What was the outcome of the first day of fighting? Did anyone have an upper hand and if so why?

Activities:

Have students discuss what they felt the moral of the Army of the Potomac must be like after the defeats at Fredericksburg and Chancellorsville and use the words of the First Minnesota to continue the discussion. On a map show where Gettysburg is located and how the armies for both sides ended up there. Show various clips from the movie *Gettysburg* to show how it escalated and the makeup of the Army of the Potomac was being shaken up. Also show clips of Lee's motivation for continuing to battle. Make sure that students realize the importance for both sides in winning this land. No journal entries for the day as there will be a second day where we describe in detail the actions of the First Minnesota in the fighting.

Minnesota Social Studies Standards: 9.4.4.19.3

Day 18: First Minnesota at Gettysburg on Day 2 and 3

Students Will Be Able To:

- 1) Analyze the various skirmishes on Days 2 and their importance
- 2) Recall who was fighting and where
- 3) Interpret how the First Minnesota's stand on Day 2 saved the battle and the Civil War
- 4) Evaluate Lee's strategy after failing to take the high ground on Day 2
- 5) Deconstruct Pickett's Charge on Day 3 and compare it to the Union Charge at Fredericksburg
- 6) Relate the First Minnesota's continued fighting on day 3
- 7) Illustrate who won the battle
- 8) Infer what this failure of Lee to invade the North meant going forward

Essential Questions:

- 1) Where was the fighting taking place on Day 2?
- 2) Who was engaged in these fights?
- 3) Can 5 minutes change the course of a war?
- 4) Why did Hancock need the First Minnesota to join the fight?
- 5) Were they successful?
- 6) What was Lee's strategy for Day 3?
- 7) Why did Pickett's charge fail? How was it similar to Fredericksburg?
- 8) Why was Lee's failure at Gettysburg significant? What were his prospects going forward?

Activities:

Ask class if they have seen the movie 300. Ask the class whether they think battles like this are realistic and if they can still happen in the modern era or whether they think they are just a part of literature. Give a recounting of the fighting from yesterday's lesson. Show map of the battlefield and lead into the second day and how messy it was including break in the Union line with a full regiment of Alabama Infantrymen about to run through the gap. If the Confederates get through the line they will be able to take the high ground and split the Union line in two which would have lead to disaster for the Union. Show the animated map to show where the First was and why their position was so important. Discuss Hancock's calling for the beleaguered First Minnesota to charge the Alabama Men despite being outnumbered 5:1. To explain the disparity have one student stand up and represent the First Minnesota and 5 other students to represent the Confederates and have them stand directly opposite him. Ask both sides how they feel right then. Ask the students what they think happened. Then explain what really happened, how the First

Minnesota didn't hold for 5 minutes, but for ten. Explain how reinforcements were able to plug the gap in the line, the Union was able to repel the Confederates and hold the high ground. Give the stats that of the 262 men only 47 were not wounded or killed. That is equal to an 83% casualty rate, or almost the entirety of Mason's body! That is, to this day, the highest loss by any US regiment in a victory. Explain to students the First Minnesota's role in Day Three and how they captured the flag of the 28th Virginia Regiment which you can still see today at the Historical Society in St. Paul. Close by showing picture of the monument at Gettysburg for the First Minnesota. Students will recount the First's actions on the second day in their journal. Talk about their emotions seeing so much loss and contrast it with the feelings of finally stopping General Lee and the Rebels and protecting the North from invasion.

Minnesota Social Studies Standards: 9.4.4.19.3

Day 19: Second Minnesota and the Chattanooga Campaign

Students Will Be Able To:

- 1) Reconstruct the events of the campaign
- 2) Identify who was involved in the campaign
- 3) Recall when the Battle of Chickamauga was
- 4) Summarize the 2nd Minnesota's actions at Chickamauga
- 5) Explain what happened after the battle
- 6) Describe what happened at Missionary Ridge
- 7) Analyze the outcome of the Union Victory

Essential Questions:

- 1) What is the Chattanooga Campaign?
- 2) Who was involved for both sides?
- 3) What happened at the Battle of Chickamauga?
- 4) What was the Second Minnesota's role in the fighting?
- 5) Who was victorious in the fight?
- 6) What happened in the aftermath of the battle?
- 7) Why was Missionary Ridge important?
- 8) What happened at Missionary Ridge and how was the Second Minnesota involved?
- 9) Who was victorious?
- 10) How important was this campaign for actions going forward?

Activities:

Start the class by showing some artist renderings of the fighting that took place at Chickamauga and Missionary Ridge. Have the students read aloud sections of the letters and diaries of the members of the Second Minnesota to give a backdrop of the scene and

the events that lead to the victory. Discuss the role the Second Minnesota played in the fighting and their importance when Sherman and Hooker's attacks stalled. Have the students explain what they think lead the entire Army of the Cumberland to, without orders, climb the ridge and continue the attack. Using a map have students try and hypothesize what would be the strategy following this Union victory. Close the class by showing artist renditions and the monument for the Second Minnesota at Missionary Ridge. Students in their journal should respond to the word of the actions of the Second Minnesota. They should compare Missionary Ridge to their own actions at Gettysburg and talk with pride about how Minnesota has helped to turn the tide of the Civil War.

Minnesota Social Studies Standards: 9.4.4.19.3

Day 20: Second Minnesota at the Atlanta Campaign

Students Will Be Able To:

- 1) Construct how the Union was able to invade Georgia
- 2) Recall who was involved in the fighting in the Atlanta Campaign
- 3) Highlight the fights in the campaign
- 4) Analyze who was victorious
- 5) Explain what this meant going forward
- 6) Outline the importance of this for Abraham Lincoln

Essential Questions:

- 1) How was Sherman able to enter Georgia?
- 2) What were the major engagements?
- 3) Was Sherman victorious?
- 4) What did this mean for the re-election of President Lincoln?
- 5) How was this campaign going to affect Union actions going forward?

Activities:

Have students once again recount the differences between a campaign and a battle. Explain the significance of Atlanta and why Sherman felt it was important to control it. Using the letters of the Second Minnesota describe the march from Tennessee into Georgia the subsequent burning of the city. Compare Sherman's plans with those employed by other Generals in the War especially Grant and the other Leaders of the Army of the Potomac. Have students lead a discussion on whether such scorched earth tactics are warranted and whether they feel any empathy towards the people living in the South enduring all of this. On a map show what Sherman's strategy was doing to the

Confederacy and whether there was any hope that the South could indeed win the War at this point. Student's journal entries should discuss how they feel hearing about Sherman heading to Atlanta. While the First is headed towards Richmond how do they feel hearing that their fellow Minnesotans are headed East burning the South and destroying their rail lines to cut them in half. Would their characters have sympathy or would they be excited.

Minnesota Social Studies Standards: 9.4.4.19.3

Day 21: Fourth and Second Minnesota and Sherman's March to the Sea

Students Will Be Able To:

- 1) Construct what Sherman's March to the Sea was
- 2) Explain its purpose and why it was important
- 3) Recall who was involved?
- 4) Analyze whether Sherman was successful
- 5) Predict what would happen going forward

Essential Questions:

- 1) What was Sherman's March to the Sea? Why did Sherman feel it was important to make this march?
- 2) Was it a popular idea?
- 3) How was Sherman able to complete this 300 mile journey?
- 4) What were some of the savage acts committed as they marched on Savannah?
- 5) What was Sherman's plan after he was successful?
- 6) What did this mean for the Confederates going forward?

Activities:

Following the Atlanta Campaign, the Second Minnesota along with the Fourth Minnesota joined Sherman on his "March to the Sea". Using a map show where Atlanta is and Savannah is and have the students discuss why they thought Sherman and Grant decided this was a necessary move. Show the animated map of the entire war to show how Sherman was dividing the Confederacy. Using the letters and diaries of the Minnesota Men as a primer, describe what Sherman and his men did on this 300 mile march including burning the towns, destroying train tracks and other infrastructure and destroying plantations. Ask the students if such actions were needed and justified and have them explain further. Finally, ask them how they would feel as a supporter of either side about the prospects of victory going forward. Students will write home responding to word that Sherman is marching to Savannah and burning it as they follow Lee deeper into Virginia. How do they feel knowing the War may almost be over?

Minnesota Social Studies Standards: 9.4.4.19.3

Day 22: Lee Surrenders/ Lincoln Assassinated

Students Will Be Able To:

- 1) Reconstruct the last battles of the Civil War
- 2) Explain what happened at the Battle of Appomattox Station
- 3) Outline why Lee was forced to surrender
- 4) Analyze what the surrender of the Army of Northern Virginia meant for the Southern Cause
- 5) Recall the last hours of President Lincoln
- 6) Infer what might have happened had he survived after the Civil War

Essential Questions:

- 1) What was happening in Virginia?
- 2) Who had the better of the fighting between Lee and Grant in the final days?
- 3) Where was Appomattox Station and who fought there?
- 4) Why did Lee surrender?
- 5) What did this mean for the Southern Army in the future?
- 6) What happened to President Lincoln at Ford's Theatre?
- 7) How much different would Reconstruction have been had Lincoln survived after the Civil War?

Activities:

Begin the class by asking based on everything we have learned so far if they think the Civil War was close to ending. Have them recount how badly things were going in the Confederacy, including Lee's failure to keep Grant out of Virginia or protect the Confederate Capitol in Richmond. Discuss Lee's early refusal to surrender and his subsequent accepting of Grant's terms and the retiring of the Army of Northern Virginia. Show images of old Newspapers. Describe the mood of the nation and the death of President Lincoln. Explain about how that would affect things going forward and close with the decommissioning of the Minnesota Volunteers. Students will conclude their journal by discussing the last days hunting for Lee and how the soldiers felt as he surrendered. Then, as the war is ending the reaction of their characters as the War ends and President Lincoln is killed.

Minnesota Social Studies Standards: 9.4.4.19.3

Calendar of Events

Mon	Tue	Wed	Thu	Fri
1 <u>Minnesota Territory/Statehood and Slavery</u>	2 <u>Attack of Fort Sumter/Minnesota Volunteers</u>	3 <u>Early Days of the Civil War/Training at Fort Snelling</u>	4 <u>Bull Run/First Minnesota</u>	5 <u>Second Minnesota at Mills Springs</u>
8 <u>First Minnesota/Peninsula Campaign</u>	9 <u>Life in the War Through Minnesota Eyes</u>	10 <u>Peninsula Campaign/First Minnesota</u>	11 <u>Antietam/First Minnesota</u>	12 <u>Emancipation Proclamation/African Americans in Minnesota</u>
15 <u>Fredericksburg/First Minnesota</u>	16 <u>Dakota Uprising in Minnesota</u>	17 <u>Dakota War and the Third Minnesota</u>	18 <u>Defeat of the Dakota/Hanging in Mankato</u>	19 <u>Chancellorsville/First Minnesota</u>
22 <u>Siege of Vicksburg/Return of the 3rd Minnesota</u>	23 <u>Gettysburg Day 1</u>	24 <u>The First Minnesota at Gettysburg on Day 2 & 3</u>	25 <u>Chickamauga and the 2nd Minnesota at Missionary Hill</u>	26 <u>Atlanta Campaign/2nd Minnesota</u>
29 <u>Re-Election of Lincoln/Minnesota in 1864</u>	30 <u>Sherman's March to the Sea/4th Minnesota</u>	31 <u>Lee Surrenders/ Lincoln Assassinated</u>	Notes:	

Appendix B: Lessons

Day 17: First Minnesota Volunteer Infantry

Name: ___Dave Handler___

Date: _____

Subject/Grade: __US History__ Length of class period: __55 Minutes__

Essential Questions

Can five minutes change the course of not just a battle but a war as well?

Do battles like the one seen in movies like 300 really happen in the course of major wars?

Who was the First Minnesota Volunteer Infantry?

What did they do at Gettysburg?

Lesson Outcomes/Objectives

Students will be able to relate how one skirmish can change the course of the war, and the world

Students will be able to analyze the actions of the Minnesota First and how they affected the outcome of the Battle of Gettysburg.

Students will be able to interpret the history of the First Minnesota and discuss their place in history based on their deeds o the Second and Third Day of the Battle

Materials Needed

Maps of the battlefield

Pictures of the monument for the First Minnesota

Climate

By having the students take an active role to help explain the conditions of the battle, and by having interactive computer maps and statistics the class should feel less like a lecture and more like a game.

Understanding/Comprehension

Multiple Intelligences (Gardner) what and how?

Visual, Linguistic, Kinesthetic

Sequence of Learning Activities

Anticipatory/Set: Is it possible for one regiment to change the course of not only an entire battle, but the outcome of a major war? Can five minutes make all the difference? These questions are the spine of my lesson and I will have the students discuss these with a partner. They are questions to think about as we go through the lesson and will be reviewed at the end. Students should also take note of if and how their opinion to these questions changes as we learn about the First Minnesota.

Lesson:

1:00: Attendance

1:05: Ask class if they have seen the movie 300. Have someone explain the story and then explain how the movie may fudge some of the facts and stories it is based on historical account of the time period. Ask the class whether they think battles like this are realistic and if they can still happen in the modern era or whether they think they are just a part of literature.

1:20: Give a brief recounting of the Battle of Gettysburg to that point, talk about the ramifications of either side getting a victory. Show map of the battlefield and lead into the second day and how messy it was. Talk about how there was a break in the Union line with a full regiment of Alabama Infantrymen about to run through the gap. If the Confederates get through the line they will be able to take the high ground and split the Union line in two which would have lead to disaster for the Union. General Hancock turns to the closest man and asks, "who are you?" The man replies "First Minnesota". General Hancock tells him "Take that flag" pointing to the closing infantry meaning charge them. Hancock needs 5 minutes to get reinforcements to plug the hole and the weakened First Minnesota is all he has to try and stop 1600 onrushing soldiers.

1:30: Before getting further into the lecture on the actual 10-minute battle that the First Minnesota fought in, use the kids as a method to show just how dire the situation was for the Union where the line broke. Have one student stand up and represent the First Minnesota. Have him act tired and beaten like he had been fighting for two and a half straight years. Then pick 6 other students and have them stand directly opposite him. Have them act refreshed and ready, they are new soldiers who have never been involved in engagements. Now ask the single student how he feels standing just a few feet away from the other students. Ask the other 6 students how they feel if they had only one man running at them to prevent them from their first major victory? This is a scale model of this exact battle, and the conditions by which the First Minnesota entered the fray.

1:40: Ask the students what they think happened. Ask what they would be thinking if they were just a neutral observer walking along and seeing this battle. Then explain what really happened, how the First Minnesota didn't hold for 5 minutes, but for ten. Explain how reinforcements were able to plug the gap in the line, the Union was able to repel the Confederates and hold the high ground. It was the holding of the high ground which made it possible to stop Pickett's Charge on the third day. Give the stats that of the 262 men only 47 were not wounded or killed. That is equal to an 83% casualty rate, or almost the entirety of Mason's body! That is, to this day, the highest loss by any US regiment in a victory.

1:50: Explain to students the First Minnesota's role in Day Three. Put map up on the Smart Board. Show where the First Minnesota was located and how they helped repel Pickett's Charge losing 17 more men in the process. Also talk about how they captured the flag of the 28th Virginia Regiment which you can still see today at the Historical Society downtown. Taking of a flag is a very big deal in the military as the flag represents the state and/or country the men are bleeding and dying for. The First Minnesota's flag fell five times during their battle on the second day but someone always picked it up so it would never be captured. There is a memorial for the First Minnesota at Gettysburg. (show picture) Talk about how the men kept fighting until the end of the war, many re-enlisting after their tour was up.

1:55: For the remainder of class students will work on their journal entry about the battle.

Assessment: Students will take the last few minutes to write a detailed journal entry about their characters 3-day experience at the Battle of Gettysburg. They will take both days' lessons into account (there will be one for both days) and talk about what their characters saw, what actions they took and how they feel about the war now that the Rebels have been repelled. They should discuss the 10-minute skirmish they had against the Alabama Infantry, how they feel about General Hancock ordering them to certain death and what it meant to take the flag from the Virginia Regiment the next day as well.

Minnesota Social Studies Standards: 9.4.4.19.3

James J. Hill Lesson Plan

Name: ___Dave Handler___

Date: _____

Subject/Grade: __US History____ Length of class period: ___55 Minutes__

Essential Questions

What is a monopoly?

Who was James J. Hill?

How did he become such a successful businessman?

Why were railroads so important in the late 19th Century?

What was the "Short Squeeze of 1901"?

How does the short squeeze compare to the recent economic crash?

Lesson Outcomes/Objectives

Students will be able to define what a monopoly is.

Students will be able to summarize who James J. Hill was.

Students will be able to analyze how he became so powerful.

Students will be able to compare and contrast the "Short Squeeze on 1901" to the recent economic crash.

Materials Needed

Maps of the railroads

Multiple Intelligences (Gardner) what and how?

Verbal/Linguistic

Sequence of Learning Activities

Anticipatory/Set: In 2008, there was an economic crash that nearly destroyed American's economy thanks to the actions of many banks and insurance companies. Since the rise of major corporations in the 19th Century there have been many crashes. One such crash happened in 1901, but this one was different in that it was caused by one man. How is that even possible?

Lesson:

1:00: Attendance

1:07: Ask the class if they remember the Economic Collapse of 2008 and what caused it. Discuss the roles the banks played in the crash and whether they think they were too powerful. Ask them if they think such crashes happen a lot and remind them of the various depressions and recessions that have come about since the rise of major corporations in the 19th century.

1:15: Bring up the name James J. Hill and ask students if they recognize it. Remind them of his library in St. Paul near the Xcel Energy Center and show a picture of his house on Summit Avenue. Ask students if they know why he was important. Remind student that at the time, the only way to travel from one side of the country to the other was either by wagon or by train.

1:20: Talk about the importance of the railroads in the post Civil War years. Remind students of their importance during the war and how Sherman made it a point to destroy the railroads to stop supplies and transportation. Show maps of the various railroads to the west. Talk about how an economic slowdown in 1873 left many of the railroads bankrupt.

1:25: Give a brief history into the life of James J. Hill from growing up in Canada to his moving to St. Paul. Define what a monopoly is. Give examples of companies that were deemed as such like Microsoft and the breakup of the telephone companies. Break down briefly the Sherman Antitrust Act and how it was used to destroy these monopolies. Explain how Hill was able to create a monopoly in the steamboat business.

1:30: Talk about how James J. Hill grew his railroad empire first by purchasing the bankrupt St. Paul and Pacific Railroad and expanding its lines west and making into the Northern Pacific Railroad. Talk about another economic scare in 1893 and how even though every transcontinental railroad went broke during this panic Hill's company stayed afloat due to his actions. Explain to students how he extended credit to businesses and lowered the tariffs for farmers looking to ship their product. As a result of this the company flourished increasing in value when money was scarce. Have students compare that to what the banks and businesses did in 2008 and how that affect everything.

1:40: Talk about how in 1901 Hill and his partners in the Northern Pacific, most notably J.P. Morgan wanted to control all of the major railways especially their main competitor the Union Pacific Railroad run by Edward Harriman and William Rockefeller who had similar plans. Harriman began buying shares in Northern until Hill found out and he and Morgan began to buy every share they could to block Harriman's attempted takeover. This caused the price of Northern shares to skyrocket, reaching over \$1000 a share.

Many speculators figured the price would drop sooner or later and shorted the stock much like in 2008. Define what shorting the stock is for the students who don't understand. A massive selloff happened and the market crashed. Hill and Harriman were forced to join forces to assuage Wall Street and keep American business going.

1:50 with whatever time is left have students compare what happened in 1901 and 2008 and analyze how they feel about the fragility of the American Economy as a whole. Should any one person or company have that kind of power at their fingertips?

Assessment: As part of this assignment students will be required to compare the actions of James J. Hill and his role in the crash in 1901 and other large banks/corporations in other various crashes. (i.e. 1929, 1987, The Tech Bubble, 2008, etc) Students will research out of class and write a 1-2-page paper comparing and contrasting various aspects of both incidents. The assignment will be worth 20 points.

Resources/Links

<http://www.mnopedia.org/>

<http://www.mnhs.org/>

<http://usdakotawar.org/>

[http://www.civilwar.org/maps/?referrer=https://www.google.com/](http://www.civilwar.org/maps/?referrer=https://www.google.com/#)
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<http://www.factmonster.com/us-states/minnesota.html>

<http://www.enchantedlearning.com/usa/states/minnesota/>

<http://www.civilwar.org/maps/animated-maps/>

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