

WDSE This Town Lesson Plans

Lesson 1: Using Resources: Sandstone

Grade Level:

9-12

Subject Areas:

Geography, Minnesota History, Language Arts, Art

MN State Standards:

Geography Standards

9.3.4.9.1 Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.

English Language Arts Standards

Writing Benchmarks

9.7.2.2-11.7.2.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Arts Standards

9.2.1.5.1 Create a single, complex artwork or multiple artworks to express ideas.

Materials:

This Town DVD or YouTube link

Study Guide - Sandstone

Poster board

Paper suitable for painting or drawing, colored pencils, brushes and paints, old magazines, scissors, glue sticks, and other art supplies

Objectives:

- Students discuss how history and natural resources shape a community.
- Students collaborate on a mural that highlights the unique history, resources, and other attributes of their own town.

Procedure:

Day 1: Discovering Sandstone

- Introduce the *This Town* documentary as a history of some of the small and interesting communities in northeastern Minnesota. Pass out the Study Sheet, so students can take

notes as they watch the video. Play Chapter Two of the documentary, about the town of Sandstone (13:40). *(20 minutes)*

- After watching, allow students to work together in pairs to complete the answers to the questions on the Study Sheet. Then discuss the answers as a class. *(10 minutes)*
- Discuss some of the attributes that make Sandstone unique. Have students describe ways that the resources in the area supported the town and its people. Ask students to name resources in their own town that have been important to their community. Write student responses on the board and save them for the next class period. *(10 minutes)*

Day 2: Planning a Mural

- Play the first few minutes of the Sandstone video again. Pause the video so that students can get a better look at the mural depicting resources important to the area. Tell students they will be collaborating on their own mural to depict important resources in their own community. *(5 minutes)*
- Return to the list of resources on the board from the last class. Discuss with students how to divide those resources into four categories. Work with the class to organize resources under each chosen category. *(5 minutes)*
- Divide the class into four small groups, with each group assigned to one of the categories. Provide each group with a poster board and art supplies. Allow groups to plan how to depict the resources within their category. Then have groups begin working on their portion of the mural. *(30 minutes)*

Day 3: Showcasing Community

- Provide more time for groups to finish their work on individual sections of the mural. *(20 minutes)*
- When all groups are done, have them put the mural together on a classroom wall. As a class, discuss how the mural represents the community. *(10 minutes)*
- Allow each student time to write a one-page reflection on resources represented in the mural and how they have shaped their community. *(10 minutes)*

STUDY GUIDE – SANDSTONE

- 1. The artist at the beginning of this chapter is working on a mural for the town. What are three things shown on the mural?**

(The mural is divided into four parts: Geologic Origins, Indigenous Peoples, Trade and Commerce, and Recreation. Pictures show a woolly mammoth and saber-toothed tiger on the Kettle River, indigenous people harvesting wild rice, fur trading, sandstone quarrying, transport of logs, whitewater rafting, canoeing, and ice climbing.)

- 2. Why is the sandstone rock in the area desirable for both building and recreation?**

(Sample answer: It is hard and does not erode easily. Buildings built with this sandstone are sturdy. Rock walls stay hard and stable for rock climbing and ice climbing.)

- 3. What kinds of health problems were caused by sandstone quarrying?**

(Sample answer: Arthritis from working with hard stone and lung issues or even death from dust.)

- 4. What kinds of economic activity currently help to support the town of Sandstone?**

(Sample answer: Employment related to the prison; adventure or green tourism (rock climbing, ice climbing, rafting))

- 5. What is special about the Sandstone Ice Fest?**

(Sample answer: It is a unique opportunity to climb ice walls. It draws people from around the state and beyond. The ice walls are very accessible; people can drive right up to them.)

Lesson 2: Baaga’adowaan Ball Club

Grade Level:

9-12

Subject Areas:

Minnesota History, Language Arts, Art

MN State Standards:

English Language Arts Standards

Writing Benchmarks

9.7.3.3-11.7.3.3 Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Arts Standards

9.2.1.5.1 Create a single, complex artwork or multiple artworks to express ideas.

Materials:

This Town DVD or YouTube link

Personal Reflection sheet

Construction paper, markers, scissors, and other art materials

Objectives:

- Students learn from the documentary how young leaders in Baaga’adowaan Ball Club are building community.
- Students use writing and discussion to reflect on the types of people they have needed to help them get through life events.
- Students produce a handbook for younger students to help them with struggles they may be having.

Procedure:

[Outside of Class:

- Contact a middle school teacher who would be willing to have your class “adopt” their class. Set up a time for your class to have a get-together with their class, to socialize and share advice.]

Day 1: The Community of Baaga’adowaan Ball Club

- Tell students that this section of the *This Town* documentary focuses on a group of young indigenous women and girls who are building their community. Play Chapter Three: Baaga’adowaan Ball Club (27:50) (15 minutes)

- Write the following statement on the board: “Be Who You Needed When You Were Younger.” Remind students that this is the statement Nashel Bebeau used to explain why she wanted to remain in her community of Baaga’adowaan Ball Club. Have students discuss how Nashel is supporting younger members of the community. *(10 minutes)*
- Pass out the Personal Reflection sheet. Tell students that you would like them to reflect on each question, and then write a short paragraph for each answer. *(15 minutes)*

Day 2: Providing Help

- Invite students to share some of their written reflections during a class discussion. Try to identify common characteristics of helpful people, and common types of help needed. Have students focus on discussing the help or advice that they needed when they were in middle school. *(10 minutes)*
- Tell students that your class will be “adopting” a middle school class. As high schoolers, they will be providing advice and support for those middle school students. Provide pairs of students with art materials. Have each pair produce a six-page booklet for the middle school students, with images and sayings that could help those students as they navigate middle school and prepare for high school. *(30 minutes)*

Day 3: Building Community

- Have students share their help booklets with others in the class. *(10 minutes)*
- Take the class to visit the middle school classroom that they are going to “adopt.” Have the high schoolers bring their booklets for the middle schoolers. Provide a relaxed social environment, so middle schoolers and high schoolers will feel comfortable talking and getting to know each other. Encourage the middle schoolers to ask any questions of the high schoolers. *(30 minutes)*
- Set up at least one more meeting like this during the school year, so that high schoolers can check in with the middle schoolers and develop as mentors.

Lesson 3: A Cooperative Town: Kettle River

Grade Level:

9-12

Subject Areas:

Economics, U.S. History, Minnesota History, Language Arts

MN State Standards:

Economics Standards

9.2.3.4.2 Compare and contrast the characteristics of traditional, command (planned), market-based (capitalistic) and mixed economic systems.

9.2.4.6.1 Compare and contrast characteristics of various market structures.

History Standards

9.4.1.2.1 Pose questions about a topic in history, suggest possible answers and write a thesis; locate and organize primary and secondary sources, analyze sources for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.

English Language Arts Standards

Speaking, Viewing, Listening, and Media Benchmarks

9.9.5.5-11.9.5.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Materials:

This Town DVD or YouTube link

Graphic Organizer – *Co-ops and Commerce*

Computers and Presentation Software

Objectives:

- Students use information from the documentary and an invited speaker to explore differences between cooperative and privately owned businesses.
- Students produce a plan for starting their own co-op.

Procedure:

Day 1: Co-ops and Kettle River

- Introduce this portion of the *This Town* documentary as a history of the cooperative town of Kettle River, Minnesota. Ask students to guess what you might mean when you use the term “cooperative.” Pass out the Graphic Organizer, so that students can take notes as

they watch the documentary. Play Chapter Four: Kettle River (39:00 to the end) (20 minutes)

- As a class, discuss the characteristics of a cooperative business. Ask students to name any cooperative businesses they know about in the area. Common cooperative businesses that exist in Minnesota include grocery co-ops, power companies, feed mills, and other agricultural co-ops. Ask students to discuss the differences and similarities between co-ops and privately owned businesses. Then give students time to work in pairs to fill in the Graphic Organizer: Co-ops and Commerce (20 minutes)

Day 2: More About Co-ops

- Invite someone who manages a local co-op to talk to your class about how a co-op operates. This can be done in person or through conferencing software. Before this person visits, require each student to write one or two questions to ask about co-ops. (25 minutes)
- After the visit, invite students to write down ideas for starting a co-op in the classroom or school. Is there a school store that could be managed as a co-op? Are there ways for supporters of sports teams or extracurricular activities to organize as a co-op? Discuss student ideas together as a class. (15 minutes)

Day 3: Planning for a Co-op

- Remind the class of some of the ideas for co-ops that you discussed during the last class period. Divide the class into groups, and have each group choose one idea for a co-op that they might like to start. (5 minutes)
- Have each group produce a PowerPoint presentation that describes the reasons for this new co-op, the potential benefits to groups at the school, and the ways that the co-op will be managed. (35 minutes)

Day 4: Presenting Plans

- Have students present their PowerPoints to the class. After each presentation, have the class discuss the pros and cons of the proposed co-op (30 minutes)
- After all groups are done presenting, discuss which idea would be most advantageous to pursue. If appropriate, continue this exercise by starting that co-op. (10 minutes)

GRAPHIC ORGANIZER – CO-OPS and COMMERCE

<p>How does a co-op work? <i>(Customers are owners. They buy shares in the co-op, and some profits get returned to them.)</i></p>	
<p>Name at least four types of co-ops that used to be in Kettle River: <i>(Power company, dairy creamery, meat locker plant, feed store, oil company, mercantile, trucking company, meeting hall, credit union, service station, telephone company)</i></p>	
<p>Compare and Contrast</p>	
<p>Co-op</p>	<p>Privately Held Business</p>
<p><i>(Answers could include: Customers buy shares to support the co-op. Customers get some profits back. Co-op members have a say in some business decisions. Co-op is locally owned and managed. Since customers are owners, there may be limited capital available for supporting or expanding the business.)</i></p>	<p><i>(Answers could include: Customers shop without buying into the business. Business owner gets profits. Business owner makes all decisions. Business might be owned and managed from far away. Investors may allow the business to grow.)</i></p>