

6th Grade Minnesota History 2019-2020

Instructor

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Office Location

Nay-ah-Shing

Upper School

Room 311

Office Hours

3:30 – 4

Monday, Wednesday,

Friday

Course Overview

Nay-ah-Shing's 6th Grade Class will be covering the history of the State of Minnesota from the end of the last Ice Age until the present day. In the course of this class students will learn about the last glacial movements that carved out the landscapes we know today, including the formation of Lake Mille Lacs, as well as about the movements, activities, and trades of the Ojibwe and Dakota peoples who have lived in this area for thousands of years.

Sources

Northern Lights: The Stories of Minnesota's Past, 2e., *Dave Kenney*

Against the Tide of American History, *Mille Lacs Band of Ojibwe*

A Popular History of Minnesota, *Norman K. Risjord*

Course Materials

Students will be provided, but are expected to maintain, the following class materials every day in order to be prepared for class.

- Class Binder to keep notes & Assignments
- Pencils, Pens, & lined paper

Classroom Expectations

Students are expected to act in accordance to our School and Classroom Behavior Matrixes. Our matrixes consist of four school values including Honesty, Optimism, Wisdom, and Leadership. Students can follow these values by acting in the following ways:

- Keeping Cell Phones and all other electronic devices stowed during instructional time.
- Speaking to peers and staff in a respectful way and avoiding the use of curse words or inappropriate language while on school time.
- Using instructional and classroom time wisely and not distracting themselves, the instructor, or their peers.

- Attending their classes on time, or if they are late, not intruding in a disruptive manner.
- Finally, emulating any and all of the 7 anishinaabe values of Wisdome, Respect, Love, Courage, Humility, Truth, and Honesty.

Students who act in a way that does not follow the classroom matrix may be referred to the office for disciplinary action and will need to meet with the classroom instructor prior to attending another session of class in order to build strategies for success in the classroom.

Course Schedule

Unit	Subject	Main Concepts
Unit 1	What is Minnesota?	What is Minnesota? What makes Minnesota Unique? What stories does Minnesota have?
Unit 2	The First Minnesotans	Paleoindian lifestyles, The Ojibwe, The Dakota, Trade across all of North America
Unit 3	The Dakota	7 council fires, Dakota Storytelling, Dakota Artifacts
Unit 4	The Ojibwe	Westward Migration, Madeline Island, Seasonal Migrations.
Unit 5	The Fur Trade	Interactions with Europeans, The Voyageurs, Lives at Trading Posts
Unit 6	Fort Snelling, Treaties, & Treaty Rights	Establishment of Fort Snelling, What did the Treaties do? What rights do the treaties give to the Ojibwe today?
Unit 7	New Immigrants	Swedish wave of immigrants to Minnesota, shifting away from the Fur Trade
Unit 8	The US Civil War	The Union –vs- the Confederates, What started the War? How did it affect Minnesota?
Unit 9	The Dakota War	What started the Dakota War? When did it happen? What happened after the War ended?

Unit	Subject	Main Concepts
Unit 10	Sodbusters & Railroads	Who were Railroad Barons? Impacts of the Dawes Act.
Unit 11	The Lumber Barons	Loss of the Mille Lacs Reservation & Establishment of White Earth, Deforestation, Motivations for Lumber Barons.
Unit 12	Wadina & Migizi.	Leaders Wadina & Migizi, How did the Mille Lacs reclaim their home?
Unit 13	Urban Boom	Railroads bring massive growth to St. Paul, Hinckley, & Duluth. The Great Hinckley fire.
Unit 14	Progressive Era	MN's Secret Farmer Societies.
Unit 15	World War I	How did the War Start? Why did the US get involved? How did it impact Minnesota? How did it impact the Mille Lacs Band?
Unit 16	The Roaring 20's!	Prohibition & Duluth, Jazz Age, What's a Bull Market?
Unit 17	The Great Depression	What caused the Depression? What was the Dust Bowl? How did Minnesotans Survive?
Unit 18	World War II	Why did the War Start? How did the United States get involved? Who served? How did it impact Minnesota & the Mille Lacs Band?
Unit 19	The Cold War	What is a "Cold War?" Motivations of the USSR -vs- US, Containment or Détente, Vietnam & Korea, Cuban Missile Crisis
Unit 20	The Space Race	Get to the moon! Missile technology, first astronauts, Sputnik
Unit 21	Minnesota in the '60's & '70's.	Social movements in Minnesota
Unit 22	Minnesota 1980-2000	Politics and trends

Unit	Subject	Main Concepts
Unit 23	Minnesota 2000-today	9/11 & the War on Terror, Hmong, Mexican & Somalian American Populations, Global Migrations coming to Minnesota.
Unit 24	Minnesota Current Events & Forecasts	Where do we go from here? Climate Change & Invasive Species, socioeconomic inequality, solutions to problems in our time.

Homework Policy

Work will be assigned in class, that work that is assigned in class is expected to be completed in class. There will be appropriate work time given to students to finish assigned work during work times. Work may be asked to be sent home if students do not complete work during school hours.

All classwork is due by the end of the grading period, this year we are using a quarter system. While all work is due at the end of the quarter, it is **STRONGLY SUGGESTED** that students keep up and complete their work as it is assigned as to reduce the stress at the end of the quarter.

Grading Scale

Students will be assigned a letter grade based on the following weights:

Classwork & Assignments: 20%

Projects: 50%

Tests: 30%

It is highly recommended that students keep up on classwork and activities even though it is worth the smallest percentage of the overall grade. Classwork and Assessments **ARE DESIGNED** to help students **ORGANIZE THOUGHTS** for projects and tests in the class. Should assignments and classwork not be completed, it will not only result in a loss of up to 20% of the class grade, causing student's maximum grade to be a B, it will negatively impact student performance on heavier weighted categories such as projects and tests.

Overall class grade will be based on the school-wide grading scale as follows:

A: 90 – 100%

B: 80 – 89 %

C: 70 – 79% (any percentage below 59% will be considered a failing grade)

D: 60 – 69%