RCHS Log Cabin Experience – 10 Stations, each of which is tied to the MN Social Studies Standards
Legacy Strategic Agenda:
Education Priority Action Team

Goodhue County Historical Society

Rice County Historical Society
**Education Goal 2:** Empower Minnesota’s history community to create and provide opportunities that develop all Minnesotans’ critical thinking skills through the exploration and practice of history.

**Action Step A:** . . . to assist with meeting curriculum standards, address barriers to student success, encourage place-based learning for all Minnesotans, and provide professional development.
RELATIONSHIPS MATTER!!!
What is in the Tool Kit?

1: Tools to form a Teachers Advisory Panel

2: Different ways to express Social Studies Standards to Teachers

3: Trunk Contents Outlines

4: Sample Field Trip Scavenger Hunts

5: Questions to ask School IT
Goodhue County Historical Society’s History Trunks

Process for Selecting Topics
GHCS met with the Teacher Advisory Panel four times throughout the academic school year. During the second meeting, held in February 2018, the group identified which Minnesota state standards GHCS could help teachers meet. GHCS’ goal was to create a deliverable educational product that could aid teacher’s efforts to incorporate local resources effectively to meet a variety of Social Studies State Standards. The identified state standards fell into four categories (GHCS labeled: General Dakota, Immigration, and Reading Artifacts (See Appendix F for the specific, identified state standards)). GHCS believed that “History Trunks” would be the best way to use existing resources to aid teachers’ lesson plans in their classrooms.

Each History Trunk revolved around a local history theme. GHCS and TAP developed two history trunks – “Dakota History” and “Immigration History.” The group decided which resources to include in the History Trunks. Each trunk includes items such as, artifacts from the GHCS education collection, lesson plans for grades 3-6, historical fiction picture books, and more (See Appendix G for History Trunk Expectations).

How GHCS Created the Trunks
In January 2018, GHCS hired an Education Intern to work with the Education & Outreach Coordinator to develop a variety of lesson plans suitable for the History Trunks (see Appendix H for the Education Intern Job Description). Originally, GHCS had hoped to create three history trunks. However, due to time and resource limitations, GHCS only developed two trunks for TAP to test in their classrooms the following year.

The Education Intern GHCS hired was student teaching as a middle school history teacher in Wisconsin. Due to her strengths in lesson planning, familiarity with immigration history, and GHCS’ outdated but pre-existing Immigration History Trunk, the intern was able to develop a variety of interactive, meaningful lessons for the history trunk within the hours of her internship (See Appendix I for the Immigration History Trunk’s Table of Contents).

In order to create the Dakota History Trunk, the Education & Outreach Coordinator reached out to the Prairie Island Indian Community (PIIC) for assistance in developing the trunk. Representatives from PIIC agreed to meet with the GHCS Education & Outreach Coordinator and Education Intern. The representatives included the Education Manager, the Compliance Officer, a Dakota Artist, and a Dakota Language Instructor. As a team, we decided how to pool our resources to create lesson plans for the trunk. The Education Manager recommended that GHCS reach out to the Minnesota Humanities Center to include their lessons on Dakota Governance in the History Trunk, he argued that it was important to incorporate materials that already existed rather than trying to make something new. GHCS, with the Minnesota Humanities Center’s permission, the group included their lessons in Danish. The Education Intern completed 50% of the lessons before the end of her internship. The representatives of the Prairie Island Indian Community to complete the History Trunk turned to assist with the 2018-19 school year started.

GHCS wanted to make sure the History Trunks had been tested in classrooms before they launched these products to the whole county for the 2018-19 school year; GHCS invited members of TAP to return to the group and included during this meeting. This year, TAP focused on testing the...
Tabs for the Topics (p. 1 – 13)
YOU NEED TO KNOW WHERE YOU ARE BEFORE YOU CAN TAKE THE NEXT STEP…
Contact:

Gibson Stanton, MALHM Alliance Coordinator:
gibson@mnhistoryalliance.org
Take Aways from Phase One…

• Start from the top down…
  • Superintendent
  • Principals
  • Curriculum Directors
  • Teachers/IT Staff

• Time of year matters
  • Not September
  • Good right after MEA
  • Not Christmas
  • Not March – April

• Ultimately…Its all about building relationships
Take Aways from Phase Two...

- Relationships are Key
- Teachers are strapped and need/want tours and products that augment/mesh with the standards
- Consider ELA (English Language Arts) and Science in addition to the Social Studies standards
- Special finding: Don't forget the opportunities with Home School and especially STEM school
Focus Group/TAP Findings

What Teachers Want on a Portal/Platform

• Videos (2 – 3 minutes)
• Guides for how to “read” a photo
• In classroom resources
  • Lessons
  • Pre-field trip materials
  • Post-field trip materials
  • Vetted resources/emails list
  • Photos that support the deliverable
• Local maps
• Local History Photos