



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.

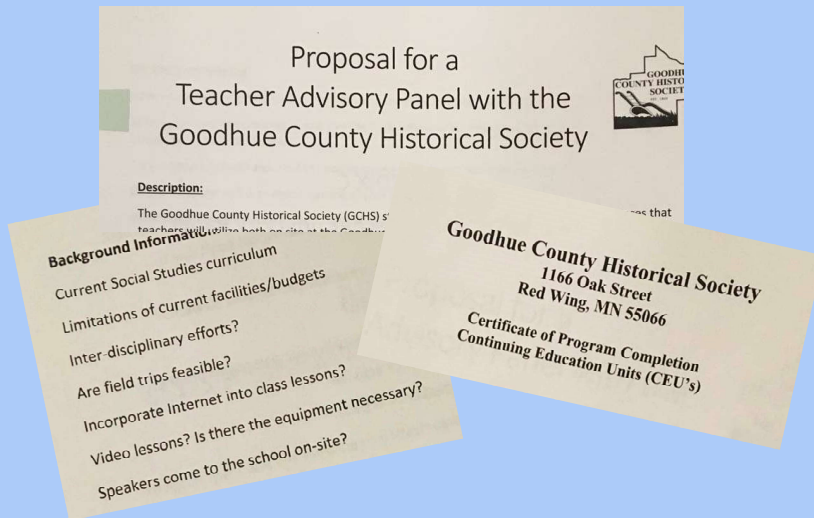




RELATIONSHIPS  
MATTER!!!

# What is in the Tool Kit?

## 1: Tools to form a Teachers Advisory Panel



Dakota History				
Grade	Strand	Substrand	Standard	Benchmark
2	4. History	2. Peoples, Cultures, and Change Over Time	The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time	Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today
3	4. History	1. Historical Thinking Skills	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past	Compare and contrast various ways cultures have expressed concepts of time and space for example: Calendar Systems - Dakota or Anishinaabe seasonal cycles. Visual representations of location and spatial information
			The United States government has:	

## 2: Different ways to express Social Studies Standards to Teachers

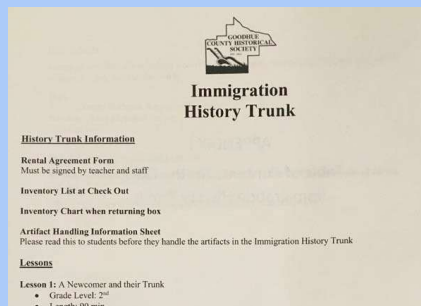
**4<sup>th</sup> Grade: Focusing on Geography of Rice County, Minnesota, and the World as well as historical inquiry through maps.**  
 A field trip consisting of the Map Immersion Experience will address the following state standards:

**Strand/Substrand:**  
 Geography/Geospatial Skills: **4.3.1.1.1, 4.3.1.1.2 and 4.3.1.2.1**  
 Geography/Places and Regions: **4.3.2.3.1 and 4.3.2.4.1**  
 Geography/Human Systems: **4.3.3.6.1**  
 Geography/Human Environment Interaction: **4.3.4.9.1, 4.3.4.10.1**  
 History/Historical Thinking Skills: **4.4.2.4.1**

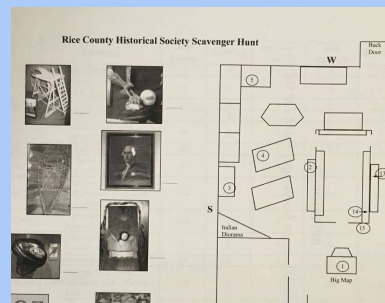
**\*Add-On Tour:** These additional standards could be met by adding a tour of the Museum and Log Cabin

**Strand/Substrand:**  
 Economics/Fundamental Concepts: **4.2.3.3.1**  
 Economics/Microeconomic Concepts: **4.2.4.5.1**

## 3: Trunk Contents Outlines



## 4: Sample Field Trip Scavenger Hunts



## 5: Questions to ask School IT

LSA PAT – Education  
 Questions for School IT Departments

**What Teachers Want on a Portal/Platform**

- Videos (2 – 3 minutes)
- Reading a photo
- In classroom resources



# Highlight and Tab the Appendix

## Goodhue County Historical Society's History Trunks

### Process for Selecting Topics

GCHS 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 GCHS could help teachers meet. GCHS' 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 GCHS labeled: General, Dakota, Immigration, and Reading Artifacts (See Appendix F for the specific, identified state standards). GCHS 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. GCHS 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 GCHS education collection, lesson plans for grades 3 - 6, historical fiction picture books, and more (See Appendix G for History Trunk Expectations).

### How GCHS Created the Trunks

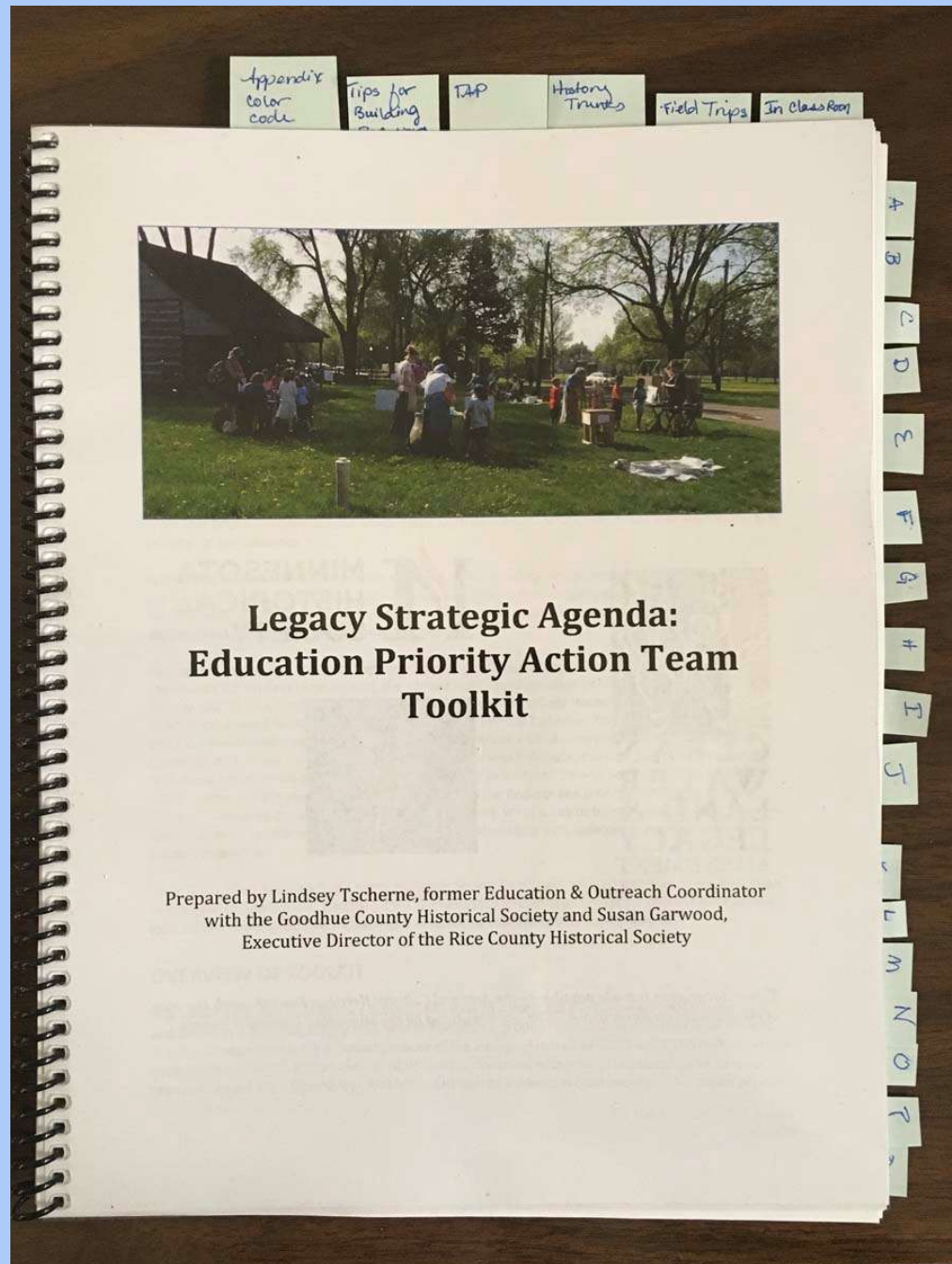
In January 2018, GCHS hired an Education Intern to work with the Education & Outreach Coordinator to develop a variety of lesson plans suitable for the History Trunks (see Appendix H for the Education Intern Job Description). Originally, GCHS had hoped to create three history trunks. However, due to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

The Education Intern GCHS hired was student teaching as a middle school history teacher in Wisconsin. Due to her strengths in lesson planning, familiarity with immigration history, and GCHS' 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 GCHS 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 Dakota History Trunk. The Education Manager recommended that GCHS reach out to the Minnesota Humanities Center for assistance. To include their lessons on Dakota Governance in the History Trunk, he argued that it would be more effective to incorporate materials that already existed rather than trying to make something new. GCHS reached out to the Minnesota Humanities Center's permission, the group included their lessons in Dakota Governance. The Education Intern completed 50% of the lessons before the end of her internship, and the representatives of the Prairie Island Indian Community to complete the History Trunk by the end of the 2018/2019 school year started.

GCHS wanted to make sure the products had been tested in classrooms before they launched these products to the whole county. In the 2019 school year, GCHS invited members of TAP to return to the group and included one member of TAP. 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...







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## 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