



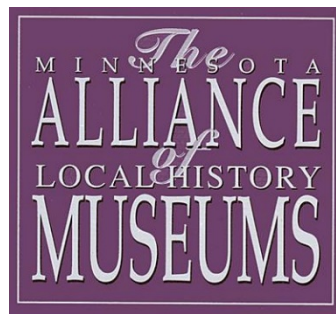
Legacy Strategic Agenda: Education Priority Action Team Toolkit

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Published by the Rice County Historical Society (Faribault, MN) and the Goodhue County Historical Society (Red Wing, MN) in collaboration with the Minnesota Alliance of Local History Museums and Minnesota Historical Society through the Legacy Strategic Agenda partnership.

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This collaboration is made possible by the Arts and Cultural Heritage Fund through the vote of Minnesotans on November 4, 2008. Administered by the Minnesota Historical Society.

LEGACY STRATEGIC AGENDA

The Legacy Strategic Agenda (LSA) is a partnership between the Minnesota Alliance of Local History Museums and the Minnesota Historical Society which inspires LSA action and drives momentum. The Legacy Strategic Agenda's vision inspires robust relationships and vibrant local and statewide collaborations: We are all deeply connected to each other when we are engaged in, enriched by, and excited about Minnesota's history and cultural heritage.

The LSA created three Priority Action Teams. This Toolkit is the work of the Education Priority Action Team.

Education Priority Action Team

Education Goal: Empower Minnesota's history community to create and provide opportunities that develop all Minnesotans' critical thinking skills through the exploration and practice of history. From that Education Goal, several Action Steps were developed. Action Step A was identified as the first priority for the Education Goal.

Action Step A: Partner with Minnesota's libraries, schools, educators, parents, and professional associations as well as education, social services and other cultural organizations to assist with meeting curriculum standards, address barriers to students' success, encourage place-based learning for all Minnesotans, and provide professional development.

Throughout the project the team experienced many staffing changes at the partner institutions. When the Priority Action Team first formed, the partner institutions included Goodhue County Historical Society (GCHS), Rice County Historical Society (RCHS), and Northfield Historical Society (NHS). In 2016 GCHS hired a new Education & Outreach Coordinator, Lindsey Tscherne. This was an opportunity to bring in someone with education experience. Yet there was a bit of a learning curve to get her up to speed. That same year, NHS hired a new director. After much thought, the new Executive Director of NHS chose not to continue with the project because of lack of staff time to dedicate to building those relationships her first year. Yet, these changes echoed the findings and proof of concept in an initial study conducted by Dr. Charles Kyte (more on that later). What is key to building relationships between local historical societies and schools isn't that the relationship is with individuals, it needs to be at the institution level too.

Since 2016, RCHS and Goodhue County Historical Society GCHS have worked together on the Education Priority Action Team (PAT). Together, they have assessed strengths and areas for improvement in how local history museums provide meaningful educational experiences for local teachers.

OVERVIEW OF TOOLKIT

This toolkit outlines the steps the Education PAT took to accomplish the Education Goal's Action Step A, and serves as a guide for history museums in Minnesota to build relationships with their local schools. The biggest successes were achieved because of the strong relationships GCHS and RCHS built with their county school districts and educators. GCHS and RCHS worked within these relationships to develop meaningful education experiences for elementary school students in both counties. This toolkit provides

museum staff with a comprehensive guide for developing their own school relationships and educational products, their individual museum missions, and state standards. By using this toolkit, history museums in Minnesota will have the flexibility to develop their own unique action plans for educational programming, while ensuring that the content of the programming is relevant, as well as representative of their museum's content and mission.

In an effort to make this toolkit as user friendly as possible, we have provided the steps RCHS and GCHS took to accomplish the Educational goal. The Appendix includes all the supportive documents RCHS and GCHS used during each step and we encourage other museums to use these documents as they work with local educators to meet state standards.

We want you to use this kit as an easy, step-by-step guide to build relationships with your local schools and share your valuable resources with local educators. You can use it to reach out to your schools, build online resources, and even design your own educational experience that incorporates Minnesota State Standards. When you build relationships with your schools, it accelerates your ability to educate the students at all grade levels and impact how they learn both inside and outside of the classroom.

IN THIS TOOLKIT

The LSA Education PAT Toolkit includes the following components:

Step 1: Exploration of Barriers and Opportunities

Step 2: Forming Relationships

Step 3: Developing a Deliverable Education Product

Step 4: Developing Online Products Teachers can Access in their Classrooms

Appendix

Each Appendix title page and list below are organized by color for ease of use by local historical societies.

Green = External Recommendations and Requests (all documents created by individuals other than GCHS or RCHS Staff)

Blue = Templates (feel free to adjust any of these documents for use at your historical society)

Purple = Tools

Gold = Results

- A. "School – Historical Society Collaboration Study as it regards to the teaching of local and regional history in Minnesota" conducted by Dr. Charles Kyte
- B. GCHS Focus Group Topics for Discussion
- C. GCHS Proposal for a Teacher Advisory Panel
- D. Continuing Education Unit Form
- E. RCHS Enhanced Field Trip Description List
- F. GCHS Teacher Advisory Panel's Identified State Standards
- G. GCHS History Trunk Expectations
- H. GCHS Education Intern Job Description
- I. Table of Contents for the GCHS Immigration History Trunk
- J. History Trunks' Formative Evaluation
- K. RCHS 1st Grade Tour Recommendations
- L. RCHS School Field Trip Reservation Form
- M. RCHS Vocabulary for Agriculture - Wool Focus - Grade 2

- N. [RCHS 2018 School Tour results/attendance spreadsheet](#)
- O. [RCHS 2nd Grade Museum Scavenger Hunt](#)
- P. [GCHS Teacher Advisory Panel's Wish List for Online Resources](#)
- Q. [Questions for School IT Departments](#)

STEP 1: EXPLORATION OF BARRIERS AND OPPORTUNITIES

The Education PAT aims to partner with local schools and educators to meet curriculum standards. During the first step, RCHS, GCHS, and the Northfield Historical Society explored the opportunities and barriers between schools and historical societies for the purpose of strengthening these relationships and furthering the history education of local students.

Methods

Dr. Charles Kyte's Study

The Education PAT hired an independent contractor, Dr. Charles Kyte, to examine the opportunities and barriers between schools and historical societies for the purpose of cooperating to further the history education of students. Dr. Kyte met with leadership from school districts in Rice and Goodhue County to gather feedback on the relationships between schools and local historical societies. In addition to in person interviews with teachers and principals, Kyte sent out online surveys to school administrators and teachers. Dr. Kyte also met with historical society staff to learn their perspective on barriers and challenges with working with local school districts. He compiled a report and list of recommendations based on these interviews and surveys. (See Appendix A for the full report and findings).

Key Recommendations from Study:

- Each Historical Society should arrange to meet with school representatives at the beginning of each year
- Develop a simple local history curriculum for a range of grade levels
- Provide funds for busing students to local history museums, sites, and downtown areas
- Develop a system for regular digital contact with teachers
- Provide a roster of local history enthusiasts that could provide short teaching lessons to students in the schools
- Encourage research projects for students to do interviews with local senior citizens about their lives and times

Conclusions from Study

A wide range of contacts and coordination was reported between schools and local historical societies. In some locations there is close coordination. In others it is sporadic and sometimes non-existent. There is a universal interest on the part of local historical society leaders and by teachers and principals for more organized contact and greater access by students to learn about local history. The recommendations provided above constitute a set of possible ways in which this can be carried out. Of the barriers, and thus the recommendations, most involve reaching out for contact, some commitment of time, and some commitment of resources. The largest and most difficult barrier to

overcome is finding both the funding to bus students, and to coordinate transportation within a school's program time constraints.

The Minnesota Historical Society could play a vital role by making Challenge Grants available to local historical societies to adopt some or all of the recommendations above.

Goodhue County Historical Society – Focus Groups

In 2015, the Goodhue County Historical Society conducted focus groups to determine what types of offerings best fit the needs of students in Goodhue County (See Appendix B for Focus Group Topics). GCHS identified 3rd – 6th grades as the target age group. The focus groups took place in two phases: collecting front-end information and engaging in formative focus groups and surveys.

Within each focus group meeting, GCHS consulted three groups: representatives from Red Wing Public Schools, representatives from out-county public school districts, and representatives from Goodhue County's private, parochial, and homeschooled children. Each group consisted of teachers from 3rd – 6th grades and, when possible, a school administrator.

Key Findings:

- Teachers need a variety of quick, digestible material that is flexible enough to be used in a variety of ways, yet still localizes the students' understanding of social studies
 - Teachers want digital programming that enhances current social studies education and highlights Goodhue County history
 - Primary sources that are offered should be coordinated with *Northern Lights*
 - When possible, non-fiction reading should be incorporated into the curriculum as well
- Teachers want experiences that integrate disciplines other than history into the program – particularly drawing upon reading, math, or science
- Teachers need programming that connects local places and people to the curriculum they teach, and to connect students physically to history
- GCHS can be of better service to area schools by providing off-site and digital programming

STEP 2: FORMING RELATIONSHIPS

They key findings from Step 1 highlighted the importance of building relationships between school and local historical societies to create meaningful education experiences for students.

Step 2 focused on developing new relationships, nurturing and maintaining present relationships, and rebuilding relationships to connect school districts, educators, and local history organizations. In August of 2017, the Education PAT used the list of principals and superintendents compiled by Dr. Charles Kyte to meet and discuss how their museums can better serve classroom needs.

Tips for Building Relationships with Local Schools

- Be patient and persistent in your attempts to connect with superintendents, principals, and teachers

- Be flexible – every educator and school has different needs, treat each relationship uniquely; Remember, what works for one person or school may not work for the next
- Make time for personal contact i.e. face-to-face meetings – museums can use these opportunities to explain educational experiences available for schools, answer any questions educators may have regarding these educational experiences, and explore options to collaborate with other educators
- Do not be an army of one – sometimes educators form relationships with the museum staff member who is responsible for education, be sure to invite other staff members and gain institutional support so that if the primary museum staff member leaves the institution, the museum can still nurture the relationship with that school and/or educator
- Remember that relationships require energy from both sides so, do not be afraid to ask for teacher input on how to improve the educational experiences you offer at your museum, teacher input can be collected through a variety of evaluation methods, inviting an educator to sit on your board or committees, or forming an advisory committee made up of local educators Arrange to meet with principals of each school district in August of each year to ask them how your museum can work with teachers to incorporate the content of your museum into their lessons
- Arrange to meet with teachers of each school in before school professional workshop environments to invite them to use your educational experiences in their lesson plans, share contact information, and discuss possible activities

Teacher Advisory Panel

GCHS asked superintendents and principals for support in forming a Teacher Advisory Panel (TAP). TAP collaborates with the Education & Outreach Coordinator to develop meaningful experiences that meet state standards and engage students in hands-on learning. In return for educators' expertise in curriculum development and understanding of state standards, GCHS offers continuing education units (CEU) and opportunities to participate in professional development workshops related to the types of programs TAP and GCHS produce (See Appendix C for the Teacher Advisory Panel Description and Appendix D for an example of a CEU form).

The Education & Outreach Coordinator met with ten representatives from six school districts within Goodhue County. GCHS received the most support from elementary schools and this shaped the decision to focus on developing educational products for students in grades 3 through 6. Many of the meetings were successful and GCHS earned support from representatives in the Red Wing, Zumbrota-Mazeppa, and Cannon Falls school districts to form a Teacher Advisory Panel. When these meetings concluded, the Education & Outreach Coordinator sent the proposal for a Teacher Advisory Panel to the principals from the supporting schools to send on to teachers they believed would be interested in this opportunity. The Education & Outreach Coordinator also sent the proposal to teachers who had previously worked with GCHS during the 2015 focus groups. Five teachers representing grades 3 through 6 formed the Teacher Advisory Panel.

In the first year, GCHS met with TAP four times over the course of the academic school year. The first meeting took place after MEA weekend because the teachers felt settled in their classrooms and ready to take on a new challenge. During the initial meeting, the group discussed the current status of their relationships and outlined goals for the school year. The group met again in February; this time they

identified which state standards GCHS should use its resources to meet and what types of products the teachers would like to help GCHS create in order to meet those standards. The third meeting was an Object Based Learning workshop (led by Museology Museum Services), during this workshop, teachers learned how to use objects to encourage critical thinking and historical thinking in their classrooms when a museum educator was not available. The workshop was free for teachers to attend and GCHS hoped that this workshop would provide teachers with a new skillset they could utilize when incorporating primary sources such as historic photos and historic objects in their curriculum. The final meeting took place in May. Before the group met in person, the Education & Outreach Coordinator sent the newly developed curriculum to each teacher to review. During the final meeting, the group discussed how they would improve the educational products and agreed to test them in their classrooms the following year.

STEM School Focus Groups

RCHS contacted Faribault School District Administration as well as the leadership at the Cannon River STEM School. The response from the STEM School was immediate as they were eager to set up grade-level focus groups with the historical society. The directive from the STEM School's Curriculum Director was to find ways for each grade to utilize resources from the historical society, either in classroom or through field trips.

RCHS Education Committee members and the Executive Director met with the STEM K-8, Music, Phy Ed. and Art teachers. Each meeting followed the same outline. They reviewed the Minnesota State Social Studies Standards, reviewed the current curriculum materials being used in each grade, and discussed the needs and hopes for that grade level. Each grade's team of teachers decided if they wanted to focus on an enhanced field trip, in-school materials, or a combination of both. By the end of each meeting, a plan was set for the remainder of the 2017/18 academic career.

RCHS Education Committee then wrote up proposed plans based on the Social Studies Standards and preferences from the teachers. The Committee's goal was to be sure that each enhanced field trip experience touched on at least 50% of the Social Studies Standards. This required a thorough study of the standards, looking for language and terms used, as well as the big concepts taught at each grade level, and how RCHS could best highlight those standards. (See Appendix E for the Rice County Historical Society's Enhanced Field Trip Description List) RCHS plans were reviewed via email and follow-up meetings with each grade's teachers.

STEP 3: DEVELOPING A DELIVERABLE EDUCATION PRODUCT

During the 2017/2018 school year, GCHS and RCHS worked with their teams of local educators to develop an education product. The Education PAT believes in the importance of developing products *with* teachers rather than *for* teachers. Consistently asking for feedback allowed GCHS and RCHS to work efficiently to develop effective resources that teachers would be able to use in their classrooms. Although GCHS and RCHS developed different products, both institutions used a similar process to develop them.

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 to include their lessons on Dakota Governance in the History Trunk, he argued that it made more sense to incorporate materials that already existed rather than trying to make something new. GCHS agreed and, with the Minnesota Humanities Center's permission, the group included their lessons in Dakota History Trunk. The Education Intern completed 50% of the lessons before the end of her internship, and GCHS worked with the representatives of the Prairie Island Indian Community to complete the History Trunk before the 2018/2019 school year started.

GCHS wanted to make sure that the History Trunks had been tested in classrooms before they launched these products to the whole county. During the 2018/2019 school year, GCHS invited members of TAP to return to the group and included one new teacher to the group. This year, TAP focused on testing the

History Trunks in their classrooms and each teacher intends to share their feedback through a formative evaluation. Museums can use formative evaluation methods (such as surveys or in this case interview questions) to judge the worth of a program while the program is still in progress. Formative evaluations differ from summative evaluations because they happen during program development rather than at the conclusion of the program. Formative evaluations examine what can be done to improve the program before it is finished rather than if the program met set objectives. Each teacher met with the Education & Outreach Coordinator when they finished using the trunk to share feedback on the lessons they incorporated in their classrooms (See Appendix J for Formative Evaluations). Formative evaluations allowed GCHS to understand the value and effectiveness of the History Trunks while they were still in development. This method of evaluation was used because GCHS wanted to understand which aspects of the History Trunks still need to be refined and strengthened before the release of these trunks to a larger audience, i.e. all four school districts within Goodhue County.

At the end of the 2018/2019 school year, the Education & Outreach Coordinator will use the feedback generated from the History Trunk Formative Evaluations to improve the lessons offered in both History Trunks and offer the trunks to schools throughout Goodhue County at the start of the following school year.

Rice County Historical Society's Field Trips

Initial process for working with STEM Teachers

After discussion with the Director and Curriculum Director for the Cannon River STEM School in Faribault about the opportunities at RCHS, the school arranged to allow grade-level teachers to all meet at RCHS for 90 minutes at the museum during the school day. Teachers from Kindergarten through 8th Grade as well as the "Specials" teachers which included Art, Museum, and Physical Education, met with the RCHS Education Committee and Executive Director. Each grade's team included both the Social Studies and Science focused teachers. As such, the STEM Teachers and RCHS discussed the Social Studies as well as, Science Standards at the meetings. However, the primary focus for the meetings was on Social Studies Standards.

Creating a Tour with Minnesota State Social Studies Standards

During each meeting, the group used the same agenda and set of questions:

- Each grade's current text books/curriculum were reviewed to explore language and big concepts that were already being taught in the classroom and how far through the textbook they were able to get through each year
- Grade-level Social Studies Standards were reviewed and teachers expressed what areas the standards they would like addition support to meet. (The Minnesota Academic Standards in Social Studies 2011 can be found here. <https://education.mn.gov/MDE/dse/stds/soc/>)
- Teachers and RCHS Education Committee then brainstormed possible ways RCHS could support the teachers to address additional standards – this included discussion about hands-on experiences, docent-led tours, and in-classroom discussions
- Based on the above conversations, the scope, date, and time for the tours were set
- Further discussions explored types of supportive material RCHS would provide for the teachers

- This included: Pre-tour materials, worksheets/handouts during the tours, and post-tour activities, as well as general resources books that teachers could borrow to help students prepare for the tour

Following the meetings, the Education Committee and Executive Director expanded on each grade-level's tours and communicated via email with those teachers about the details to ensure it met their expectations. (See Appendix K for RCHS's 1st Grade Tour Recommendations)

RCHS created a school field trip reservation form to capture and record the types of field trip experience that each class wanted. (See Appendix L for a copy the form).

Expanding view to include Art, Music, Science, and English Language Arts (ELA) Standards

Throughout the discussions with teachers, it became clear that, in addition to the Social Studies Standards, there were opportunities to support standards in ELA, Science, Music, and Art as well. In fact, as Minnesota students are tested on ELA and Science, teachers expressed that if we could include ELA and Science standards, it would strengthen their application for busing funds with their school principal and PTA.

- ELA: Each grade's needs varied based on their in-classroom textbook and curriculum materials. Teachers felt that pre-tour materials could effectively meet ELA Standards. The pre-tour materials now include: vocabulary lists, recommended readings. (See Appendix M for sample vocabulary worksheet used with 2nd Graders learning about Wool and Spinning.)
- Science: The discussions also explored how RCHS could support Science Standards. (i.e.: 5th Graders study Simple Machines in science. Most 19th century hand tools are ideal examples of Simple Machines and RCHS was able to provide access to these tools for students.)

First Year's Results/Evaluation

There was great enthusiasm and interest in the school tours (See Appendix N for the RCHS 2018 school tour attendance). Each teacher shared his/her feedback during and following the tours. RCHS emailed evaluations to teachers and tailored each evaluation according to the type of tour experience they had that year.

Response was overwhelmingly successful and RCHS did not receive any substantive content changes. However, teachers did suggest slight adjustments regarding the tour timing. For example, 2nd grade teachers felt the tour was so successful that they requested extending the experience to allow more time in each station.

For 2019 the tour included:

- 45 minutes in the museum for a discussion of the environment of the county, early peoples, resources, and economic choices made by earliest peoples, followed by a mapping scavenger hunt of the gallery (See Appendix O for the RCHS 2nd Grade Museum Scavenger Hunt)
- 45 minutes in the log cabin focused on scarcity, resources, living off the land and home life
- 45 minutes in the one-room school discussing "old school rules", changes in society, etc.
- 45 minutes in Harvest and Heritage Halls discussing economics, agriculture, and civics

- Followed by bag picnic lunch on the grounds and recess outside organized and managed by the teachers and students with no museum input

All of the school groups returned in 2019.

STEP 4: DEVELOPING ONLINE, LOCAL HISTORY PRODUCTS TEACHERS CAN ACCESS IN THEIR CLASSROOMS

The Education PAT identified a need for teachers to have the ability to conveniently access local history materials from their classroom computers. The first indication that teachers needed online resources emerged from Dr. Kyte’s report. He recommended that local historical societies connect with teachers digitally to make local history connections easier, especially creating and providing links to digital historic materials teachers could use in their classrooms. This idea was reinforced during RCHS and GCHS meetings with local educators.

Project Goals

- Identify possible online locations where local historical societies can share images, artifacts, archives, videos, lessons, and maps
- Select interfaces that are affordable (ideally free), easily maintained, and used by both historical society staff and teachers. It also had to interface with schools in our region, have the support of the schools’ IT department, and work with historical societies’ websites (RCHS and GCHS both use WordPress)
- Develop an online product that doesn’t replicate Minnesota Digital Library, Minnesota Historical Society, or Northfield History Collaborative but rather, supports, highlights, and points to those sites when appropriate

Feedback from Local Educators

In order to create the best online, local history product for teachers, both historical societies asked local teachers to rank which resources they wanted to see the most on an online platform (See Appendix P for GCHS Resource Wish List) and discussed how students interacted with technology on a regular basis within their classrooms (See Appendix Q for our Questions for Designing a Web-accessible platform).

Teacher’s Platform Priorities:

- Videos of artifacts in action
- Photographs that depict their local history with instructions on how to “read photos” and guided questions
- Links to vetted resources
- In Classroom resources: Pre-tour/post tour/lesson plans
- Maps

Talk to School IT Departments

Both Historical Societies also tried to reach out to the IT Departments of the local schools they were currently collaborating with; however, GCHS didn't have much luck as only one school emailed their responses back. An important lesson was learned through this process: it is important to remember to always follow the chain of command when you want to collaborate with school staff. In retrospect, despite that we had support to work with teachers on trunks and enhanced tours, it would have been more effective to have reached out to the Superintendents first to introduce the idea of an online platform and gain support from that part of the project, then contacted the principals to ask for their support, and then reached the heads of the IT department for a more successful meeting.

Education PAT's Concerns and Capacity

As GCHS and RCHS discussed wish lists with our local educators, we cross-referenced their needs with the needs of the historical societies. We wanted to create online resources that would be able to give the teachers what they asked for (see above) and that society staff could easily maintain. The Padlet and

Dropbox options met all of our needs:

- Free for the organization to use
- Requires a password to access so that the societies can control who has access to these resources
- Easy for people with little to no IT experience to build and maintain
- Compatible with local schools' IT departments and with in-classroom resources such as iPads and Chromebooks
- Allowed societies to create the resources teachers explicitly asked for such as videos

GCHS chose Padlet

Padlet is an online application that allows the user to create an online bulletin board that displays information for any topic. GCHS staff selected this platform as they could easily create an account and build bulletin boards that complimented and supported their new history trunks.

Padlet allows the user to add images, links, videos, and more so, it met the resource requirements set by the Teacher Advisory Panel. Free accounts allow users to create 11 Padlets. Padlets work with all of the technology tools listed by the School IT Department as well as the teachers. Users can also change the password at any time. Although GCHS decided to make this resource free to all teachers, a different historical society could decide to charge a fee for access and then change it each school year (or as the organization sees fit). Once the Teacher Advisory Panel reviews Padlet and provides helpful feedback, GCHS will put the link to Padlet on their website.

RCHS chose Dropbox

Dropbox is a user-controlled, cloud storage service that acts like a folder on a computer hard drive. The user can put files into it and be able to access the same files on another computer. The user can also share the files to another email address. The files can be set to "view" or "edit" level of control. This allows teachers to access RCHS the local history resources RCHS places in those specific folders. Files in Dropbox can be accessed from anywhere with an internet connection – the user simply logs into his or

her account to access the files. Dropbox is available for Windows and Apple desktop operating systems and there are also apps for iPad and Android. These availabilities will make it easy for multiple schools to access files in a sustainable way.

RCHS selected Dropbox because it is easy to use, it works with their local schools' IT Department, allows files to be viewed without having to be downloaded, RCHS staff can easily organize the data, and, because the amount of data loaded onto Dropbox is minimal, RCHS's needs can be met with the free version. Although not as visually engaging as Padlet, Dropbox met RCHS's basic needs of sharing documents, images, and short videos with teachers.

CONCLUSION

The Education Priority Action team hopes that you will find the documents in the Appendix useful as you start to build bridges between your local history institution and, your local schools. We encourage you to use any (or all!) of the templates in the Appendix and mold them to fit the needs of your institution.

Goodhue County Historical Society has experienced several staff changes since the start of this project. As of the 2018/2019 school year, Teacher Advisory Panel was continuing to test out the history trunks and the current staff was still collecting their feedback. The trunks are still being refined and, this summer the new Education & Outreach Coordinator will use that feedback to improve the History Trunk program and, these resources will be ready to be released to wider audiences next school year.

Goodhue County Historical Society has experienced several staff changes since the start of this project. As of the 2018/2019 school year, Teacher Advisory Panel was continuing in-classroom testing of the history trunks and the current staff was still collecting their feedback. The project is still being refined and this summer the new Education & Outreach Coordinator will use that feedback to improve the History Trunk program. Then these resources will be ready to be released to wider audiences next school year. If you have questions regarding how GCHS built relationships with their local schools or, if you want to learn more about the development of the History Trunk program, contact the Executive Director, Robin Wipperling. You may find her contact information on the GCHS website:
<https://goodhuecountyhistory.org/>

Rice County Historical Society has experienced tremendous success with these resources and, you may reach out to the Executive Director, Susan Garwood, if you want to learn more about any of the educational experiences she developed for RCHS or, if you have questions on how to start to build these relationships. Visit the Rice County Historical Society website for contact information:
<http://rchistory.org/>.

The tours and history trunks will continue to evolve and grow through guidance from our valued local partnership schools. When local educators and local historical societies work together, there is unlimited potential to bring local history alive.

APPENDIX A

“School – Historical Society Collaboration Study as it regards to the teaching of local and regional history in Minnesota” Conducted by Dr. Charles Kyte

School-- Historical Society Collaboration Study as it regards the teaching of local and regional history in Minnesota

**Conducted in conjunction with: The Rice County,
Goodhue County and Northfield Historical Societies**

**Conducted by Dr. Charles Kyte, Ph'D
through a contract from the
Minnesota Historical Society**

Funds for this project were made possible by the Legacy Amendment's Arts and Cultural Heritage Fund through the vote of Minnesotans on Nov. 4, 2008.



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I. PURPOSE

Purpose: A study to examine the opportunities and barriers between schools and historical societies for the purpose of cooperating to further the history education of students. This project came about through the Legacy Strategic Agenda and discussions with the leaders of the Goodhue County, Rice County and Northfield Historical Societies.

II. Overview of Research Methodology

The Study design included the development of interview questions which were submitted to a review meeting to appropriately modify them with historical society leaders. The researcher engaged the District leadership of the school districts in Rice and Goodhue County, informing them of the study, its purpose and the desire to seek their support to allow the researcher to meet with appropriate staff in school buildings. In addition, survey questions were developed and reviewed prior to their use in the next phase.

As the actual research got underway, an online survey was disseminated to school administrators and teachers. The researcher also conducted a set of interviews with teachers and principals in selected schools and with staff at the historical societies. These interactions explored the interest and barriers to utilizing the resources of the historical societies to develop and deliver local history based experiences and instruction as a way for students and teachers to meet mandated and suggested learning standards.

III. Sponsors and Contacts

This study was conducted under a contract from the Arts & Cultural Heritage Fund and the Legacy Amendment. The three sponsoring organizations for this study were the:

Goodhue County Historical Society
Rice County Historical Society
Northfield Historical Society

The School Districts, Charter Schools and Private Schools actually contacted included the following (** denotes schools responding to the survey and/or allowing focus groups):

| | |
|-------------------------------------|-----------------------------------|
| ** Red Wing School District | ** Nerstrand Charter School |
| ** Goodhue School District | ** St. Dominic's Parochial School |
| ** Pine Island School District | ** Northfield School District |
| ** Waterville-Elysian District | ** Zumbrota-Mazeppa Sch District |
| ** Cannon Falls School District | Prairie Creek Charter School |
| ** Kenyon-Wanamingo School District | Bethlehem Academy Catholic School |
| Lake City School District | ** Randolph School District |
| ** Tri-City United School District | ** Faribault School District |

(Montgomery and Lonsdale)

IV. Findings

On-Line Survey Findings:

Responses came from District Administrators (primarily School Superintendents), Principals and Teachers (Elementary and Middle School).

- 1) Teachers and Principals report that local history is taught intermittently in grades 2, 3, 4 & 5 and at grades 7 & 8. Most superintendents were not aware that some local history is taught in the primary (gr 1-3) grades.
- 2) About ½ of the respondents indicated that their school has a working relationship with the local historical society.
- 3) Schools use visits to historical societies and museums along with museum provided materials as ways to teach about local history. They don't see historical society staff or volunteers very often in the schools to help with classes.

- 4) Schools do desire more contact with local historical societies and see them as a learning resource for both students and teachers.
- 5) The best help that historical societies could provide would be helping to arrange classroom visits to local museums and societies and making local history speakers available to classrooms on local history topics. Developing curriculum and professional development for teachers wasn't as highly rated.
- 6) The largest barrier to teaching more about local history is the cost of busing to local historical societies and museums and the lack of a well thought out local curriculum for teachers to use.
- 7) In terms of what would be helpful to schools, there was a difference of opinion between teachers and administrators. Teachers rated having a grade level or school level decision to include the teaching of local history in the curriculums and more flexibility on the use of student learning time for the teaching of local history to have a high level of importance. Administrators did not rate these factors as highly. Conversely administrators thought that providing teachers an opportunity to earn CEU's when collaborating with historical societies was of higher importance, teachers did not rate this as highly.
- 8) Teachers indicated that providing digital access to historical materials would be helpful.
- 9) Both administrators and teachers felt that having personal contact with local historical society staff would be very helpful.

Focus Group Findings:

There were similarities, and a few differences, in the feedback received from Teachers and Principals.

Findings from Teachers and Principals:

- 1) Local History is most commonly taught at the 3rd grade level although some local history is incorporated at the earlier grades and again in some Middle

Schools. MN history is taught at 6th grade level. In Faribault all grade 2 and grade 6 students take field trips to the Rice County Historical Society.

- 2) The schools use several local museums and the frequency of use seems tied to one or two key volunteers at those museums. The strongest ties to local museums is in Pine Island and Cannon Falls.
- 3) There is very little curriculum available or in place. Northfield uses the 3rd grade curriculum guide written a few years ago by local MS level students. Some use the 'Northern Lights' curriculum from the MN Historical society. Much of the rest could be described, as one teacher commented, as 'grab and go'.
- 4) There is a desire for some relatively simple curriculum materials that have a tie to the standards the teachers are expected to cover.
- 5) The perception is that there is very little 'reach out' from the Historical Societies to the individual schools and teachers. There was a desire for more contact from the Historical Societies and both teachers and principals indicated that the Historical Society staff would benefit from better understanding the school daily schedules so that activities and visits can be fit into available times.
- 6) There is a desire for digitally connected information and teaching videos from the Historical Societies that is age appropriate and can be accessed by students. Also, video conferencing with a person at the Historical Society providing a live session with students as they remain in their classrooms was expressed as having merit.
- 7) Doing 'advance' work by individual teachers is difficult for them as they often are working with severe time constraints.
- 8) The most common teaching units that could benefit from local history information include: Immigration, Native American experiences, Pioneers and City walking tours.
- 9) There are a variety of field trips that students presently take, from visiting the MHS in St. Paul, to Ft Snelling, to local museums. The frequency of these rise and fall with availability of budgets and teacher interest.

- 10) A huge barrier is the cost of busing and the logistic work to arrange for busing. A number of school buildings are built out just beyond the edge of towns and thus even to do a walking tour of the downtown historically significant areas requires busing to get there.
- 11) Many teachers are not from the locality where they teach and thus know little of the local history or even who the contact persons are to arrange some interactive events for students.

Findings from Historical Society leaders:

- 1) There are visits to local historical societies scheduled from the schools, however most tend to be in the spring (May) of the year. The Rice County Historical Society, as an example, has all Faribault second and fifth graders coming to the museum for tours.
- 2) There are some 'well developed' historical learning programs that have emerged over the years and are primarily kept alive by interested teachers who have an established relationship with a key historical society leader.
- 3) There is a need for different levels and types of visits for different ages of students. Students get bored if they come repeatedly to see the same materials.
- 4) There is little evidence of local historians coming into the schools to teach or visit.
- 5) There are almost no scheduled meetings of historical society staff with school personal. Most teachers are only distantly aware of the historical societies as a resource. Neither really knows what the other is doing or what is wanted.
- 6) The Historical Societies and museums aren't really very 'kid friendly' and there is some lack of space for students to meet.
- 7) There were some 'history trunks' assembled, but these quickly became dated and not kept complete. Also, getting the trunks to teachers when needed was a logistical challenge.

- 8) Sometimes there is an almost singular interest in the defining historical event of a community (ie: The Jesse James Raid in Northfield) with little attention given to the broader history of the community.

V. Observations

‘Magic Wand’ Desires: This researcher asked what each group he interviewed would like to see happen if there was a ‘magic wand’ that would allow greater cooperation and a way to further students understanding of local history.

Responses included:

** From Historical Society leaders:

- + To be involved when curriculum is being written
- + To be able to grow a digital library of materials to be used by schools
- + Funds to get students to the historical societies
- + A dedicated person to provide classes and activities for students
- + An advisory panel of teachers to work with the historical societies

** From Teachers:

- + Have materials tied to the standards.
 - + Have people from the historical societies available to come into the schools.
 - + Have ready access to materials and artifacts that teachers can use in classes and in homerooms.
 - + Suggest ideas for local field trips and how to access them.
 - + Be able to use retirement home visits for student research projects and to acquire local history stories.
 - + Find money for busing.
 - + Have a clearing house of local history ideas and activities coordinated by the local history societies.
- Have an annual visit by the local historians to each school to explain how to access local history—teachers don’t know what is out there or where to go.
- + A website that lists primary resources and how to go about accessing them.

** From Principals:

- + Have Community Education be a linking agency between schools and historical societies.
- + Historical societies being able to show where their materials fit into the state teaching standards.
- + Use of video conferencing as a communication and teaching tool.
- + Have a coordinated 'reach out effort' from the historical societies.
- + More flexible access to historical societies and a recognition that school schedules are very tight.
- + Have a way to make transportation more readily affordable and available.

Barriers: The researcher further asked what each group saw as the main barriers that impeded teachers and students from accessing the resources of the local history societies. Responses included:

** From Historical Society leaders:

- + The time pressure on teachers to have a ½ hour daily for history.
- + Old curriculum and 'kits' that are out of date or have missing materials.
- + Standardized testing takes up a lot of time.
- + Funds for busing and time to arrange transportation logistics.
- + History societies have very small staff and no one is dedicated to this.
- + No library of materials that are easily accessed.
- + Museums actually have more of an adult focus.

** From Teachers:

- + Funds for field trips.
- + Time pressure on teachers to get through the curriculum.
- + Teachers not knowing much about local history.
- + Students want electronic access to things
- + A need for a coordinated set of experiences
- + Time for teachers to develop a plan and some curriculum (ideally in June, not in the fall)

** From Principals:

- +Funds for transportation...even to get to walking tours.
- +Have historical society leaders come out at the beginning of the year to share what resources are available (similar to what the libraries, arts organizations and even the colleges now do).

VI. Recommendations

A) Each Historical Society should arrange to meet with school representatives at the beginning of each year.

- i) With the Principals of a school district in August of each year to ask them how the historical society could help them and their teachers to incorporate local history into their teaching.
- ii) With the teachers of each school in preschool professional workshop to appraise them of the willingness of the history societies to help with local history teaching, events and visits. Every teacher should be left with a simple set of contact points, possible activities and the business card of the director.
- iii) With the Community Education director for the purpose of coordinating history visits for 'before and after-school' programs and summer childcare programs.
- iv) Cost: minimal expense, contribution of time and energy.

B) Develop a simple local history curriculum for a range of grade levels.

- i) Do this if possible with a small group of teachers in a set of work sessions (2 or 3) in June with representative teachers from various schools in the service area.
- ii) Any curriculum needs to be articulated for various grade levels with different aspects of local history incorporated into each grade level. The curriculum should be relevant and connected to teaching standards
- iii) Cost: mid-level to pay teachers and a convener. These funds might possibly be acquired through a grant program offered to county/local societies from the MN Historical Societies Legacy funding.

C) Provide funds for busing students to local historical museums, sites and downtown areas.

- i) If local societies could access grants to provide matching funding for busing with the schools paying a portion, this could be a workable partnership. Schools could be incented to increase visits to local historical societies if the historical societies themselves had access to some matching funding to help offset the cost of busing.
- ii) Plans to bus students to local history societies or points of interest must take into account the schools internal scheduling constraints.
- iii) Busing students, especially multiple groups, requires a fair amount of logistics planning with a strong level of cooperation between the schools, busing companies and the historical societies.
- iv) Cost: fairly high. Possibly the Historical Societies partial matching funds could come from local Foundations and/or from the Legacy Funds provided to the MN Historical Society.

D) Develop a system for regular digital contact with teachers.

- i) Teachers email addresses are readily available from schools
- ii) Use a 'Constant Contact' account to send out bi-monthly messages on upcoming events, opportunities to use the local societies resources, links to digital historical materials and to provide snippets of local history facts for teachers to use in their classrooms.
- iii) Cost: minimal funds and a time commitment.

E) Provide a roster of local history enthusiasts that could provide short teaching lessons to students in the schools.

- i) These talks/presentations would need to be coordinated with the schools and be relevant to the curriculum being taught.
- ii) Cost: some expenditure of time to set up, train and coordinate.

F) Encourage research projects for students to do interviews with local senior citizens about their lives and times.

- i) These could be conducted by grade level 3 thru MS students and be a variation on classroom visits to senior centers, senior dining and other senior facilities.
- ii) These could be incorporated into writing assignments by students.
- iii) A extra benefit would be the establishment of a connection between students and seniors...always helpful for the next time the schools ask the communities for funding.
- iv) Cost: minimal except if busing is necessary.

VII. Conclusions

Contact and coordination between local history societies and schools has a wide range. In some locations there is close coordination. In others it is sporadic and sometimes non-existent. There is a universal interest on the part of local historical society leaders and by teachers and principals for more organized contact and greater access by students to learn about local history. The recommendations provided above constitute a set of possible ways in which this can be carried out.

Of the barriers, and thus the recommendations, most involve reaching out for contact, some commitment of time and some commitment of resources. The largest, and most difficult barrier to overcome is finding both the funding to bus students and to coordinate transportation within a schools programs time constraints.

The MN Historical Society could play a vital role by making challenge grants available to local historical societies to adopt some or all of the recommendations above.

Addendums:

Survey Results: See Addendum A

Biography..... Dr. Charles Kyte

Dr. Charles Kyte has been involved in a wide range of experiences at both the school district and state levels. He has been a teacher, coach, secondary principal, school superintendent and Executive Director of the Minnesota Association of School Administrators (MASA). He has been active in the statewide dialogue on educational policy issues, serving on legislative policy commissions and working with a variety of groups to promote public education. An accomplished presenter, Dr. Kyte has spoken before numerous education groups, church and retreat groups, college classes, and service clubs. Frequently quoted in the media statewide, Dr. Kyte has been considered to be a leading spokesperson on behalf of public education.

As the Executive Director of the Minnesota Association of School Administrators (MASA) Dr. Kyte was a leader in convincing the Minnesota legislature to create the Minnesota Board of School Administrators which now oversees all of the programs of preparation of school administrators in Minnesota. As an advisor, Dr. Kyte has lent his guidance to several University's Centers for Leadership and Administration and served on the Minnesota Legislative Commission on Education's Task Force on School Organization.

Under Dr. Kyte's leadership, the Northfield Schools were recognized in Money Magazine's list of the top 100 schools in the USA (1997). Dr. Kyte initiated language immersion and elementary choice programs for Northfield's Greenvale Park Elementary School, which led to the school being named a "Blue Ribbon School of Excellence."

Before becoming superintendent of the Northfield Schools in 1989, Dr. Kyte was superintendent of the Eden Valley-Watkins Schools from 1981-1989. He was a high school principal for seven years. He also served as the mayor of Eden Valley while a principal in that school district. In six prior years, Dr. Kyte taught physics, chemistry, and math, and was a coach and class advisor. After 20 years of service as a Superintendent of Schools, he assumed the role of Executive Director of MASA in 2000. He retired from the MASA position at the end of August, 2011 and is now an active education consultant.

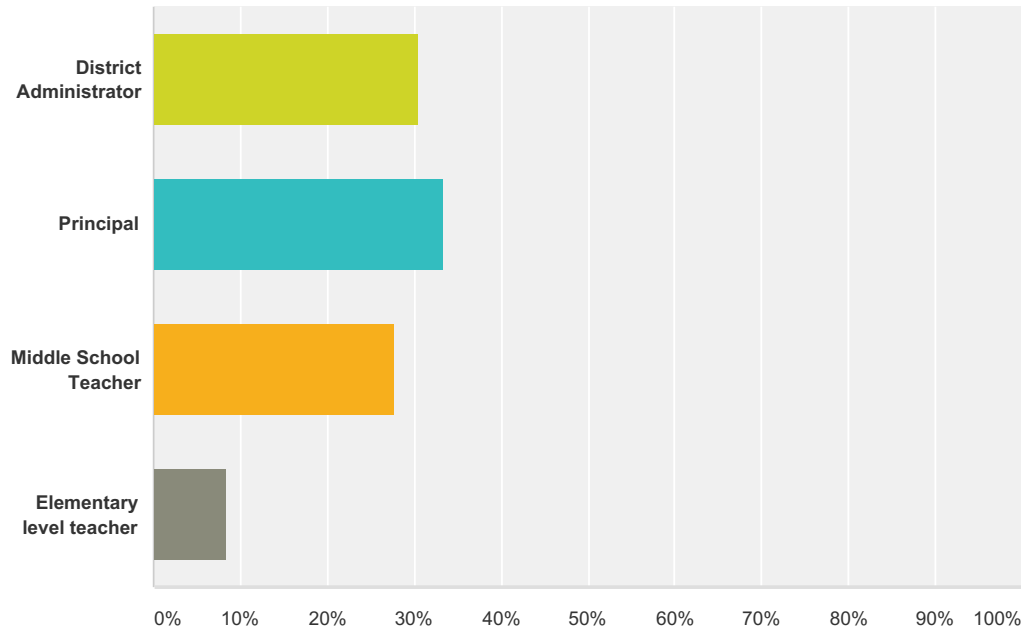
Dr. Kyte was a founding director of the Northfield Area Foundation, which promotes and directs philanthropy in the Northfield community also a founding partner of Northfield Community Resource Center, which erected a \$5.6 million facility that houses several community service organizations

Dr. Kyte received his Ph.D. in Educational Administration from the University of Minnesota in 1987. He holds a specialist's degree from Mankato State University, a master's degree from St. Cloud State University, and a bachelor's degree from the University of Minnesota at Duluth. In addition, he pursued post-baccalaureate studies at the University of Arkansas in atomic and nuclear physics. He was a recipient of a Bush Executive Fellowship, participating in the Bush School Executive Fellowship Program.

Currently Dr. Kyte serves as an educational consultant, advising school districts and the businesses that serve schools. He is the Board Chair of the Northfield Hospital & Clinics, a board member and investor with several companies and conducts executive searches for school districts. He is a partner in the firm PEER*Solution Systems which provides a system for school districts to complete their required evaluations of professional staff in a professional and efficient manner and also conducts executive searches.

Q1 My role in our school is:

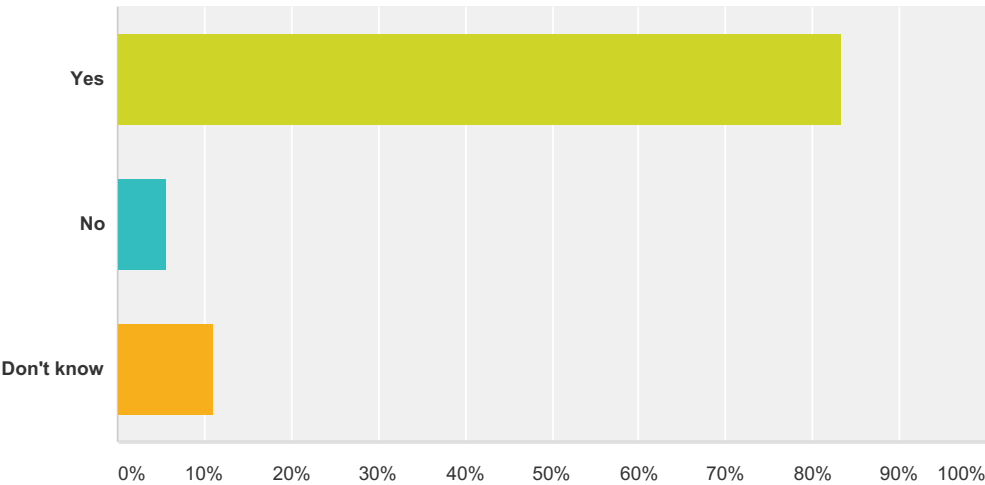
Answered: 36 Skipped: 0



| Answer Choices | Responses | |
|--------------------------|-----------|----|
| District Administrator | 30.56% | 11 |
| Principal | 33.33% | 12 |
| Middle School Teacher | 27.78% | 10 |
| Elementary level teacher | 8.33% | 3 |
| Total | | 36 |

Q2 Are there learning units within your school(s) curriculum on local history?

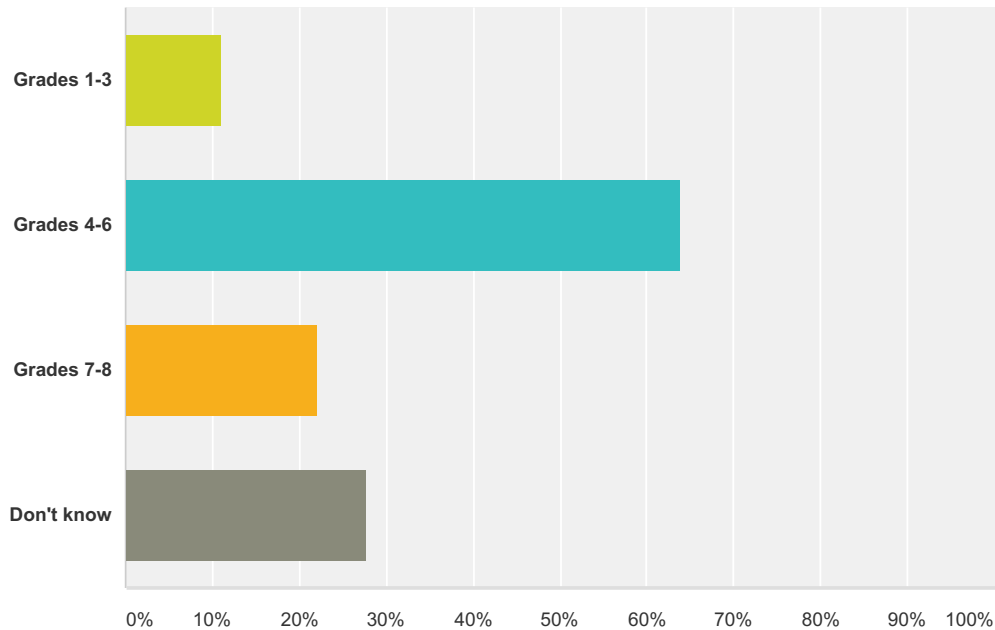
Answered: 36 Skipped: 0



| Answer Choices | Responses | |
|----------------|-----------|----|
| Yes | 83.33% | 30 |
| No | 5.56% | 2 |
| Don't know | 11.11% | 4 |
| Total | | 36 |

Q3 If local history is taught or used in teaching other subjects, at what grade level is it taught?

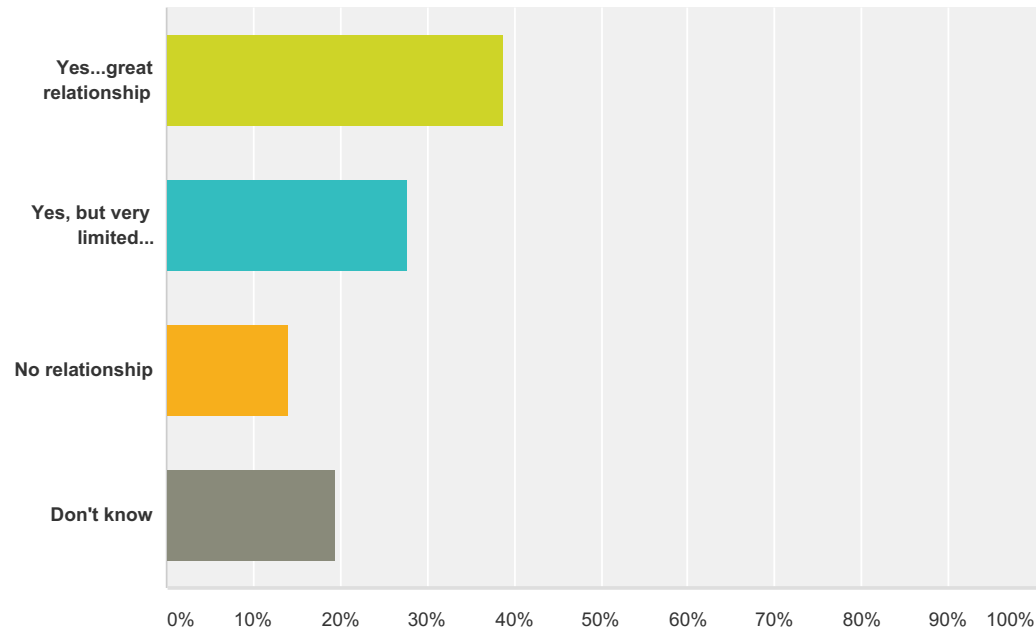
Answered: 36 Skipped: 0



| Answer Choices | Responses |
|-----------------------|-----------|
| Grades 1-3 | 11.11%4 |
| Grades 4-6 | 63.89%23 |
| Grades 7-8 | 22.22%8 |
| Don't know | 27.78%10 |
| Total Respondents: 36 | |

Q4 Does your school presently have a working relationship with your local or county historical society

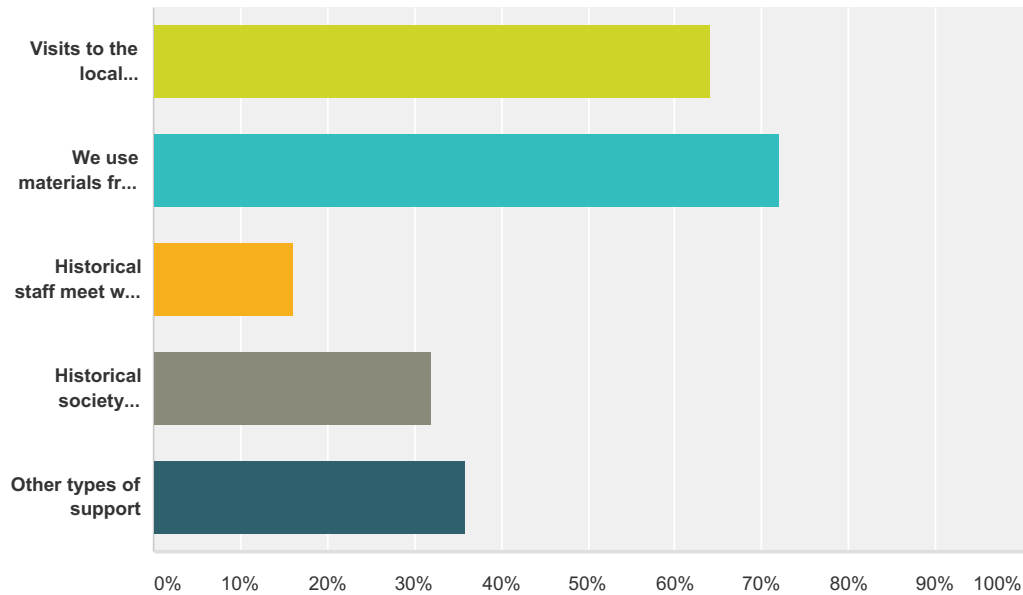
Answered: 36 Skipped: 0



| Answer Choices | Responses | |
|------------------------------------|-----------|----|
| Yes...great relationship | 38.89% | 14 |
| Yes, but very limited relationship | 27.78% | 10 |
| No relationship | 13.89% | 5 |
| Don't know | 19.44% | 7 |
| Total | | 36 |

Q5 If yes to the previous question, what form does this relationship take? (Answer all that apply)

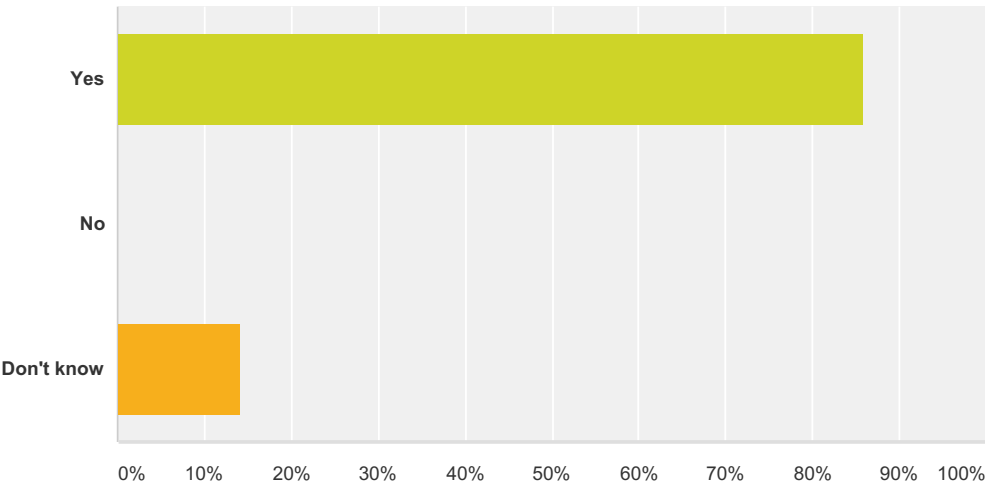
Answered: 25 Skipped: 11



| Answer Choices | Responses | |
|---|-----------|----|
| Visits to the local historical society or museum | 64.00% | 16 |
| We use materials from the local historical society as a resource | 72.00% | 18 |
| Historical staff meet with students in classes at our school | 16.00% | 4 |
| Historical society supplies us with materials and/or artifacts of local history | 32.00% | 8 |
| Other types of support | 36.00% | 9 |
| Total Respondents: 25 | | |

Q6 If NO to the previous question, would you like to see a relationship develop?

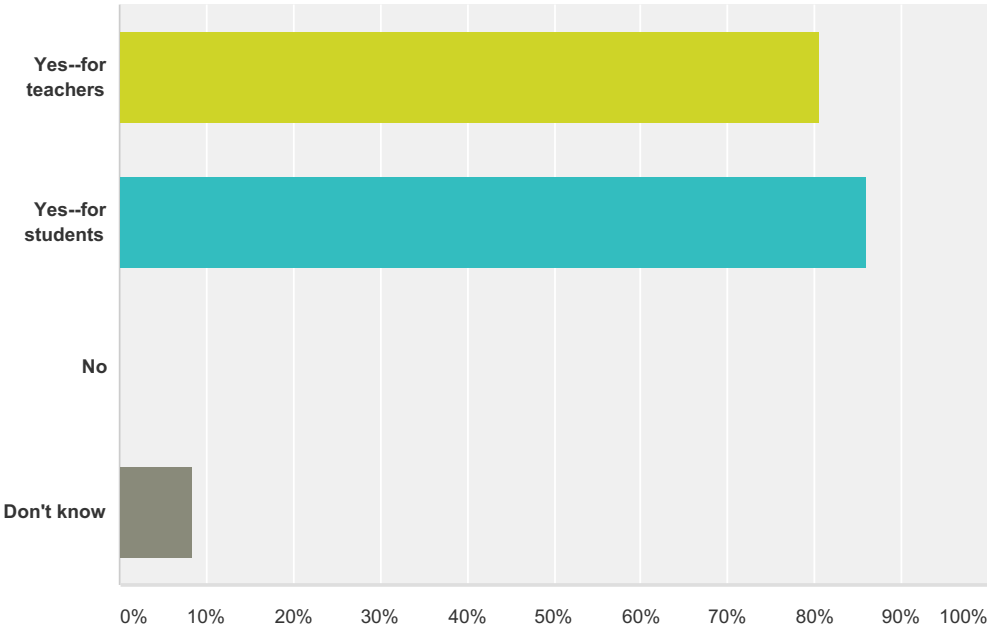
Answered: 14 Skipped: 22



| Answer Choices | Responses | |
|----------------|-----------|----|
| Yes | 85.71% | 12 |
| No | 0.00% | 0 |
| Don't know | 14.29% | 2 |
| Total | | 14 |

Q7 Do you see your local historical society as a learning resource for our teachers and students?

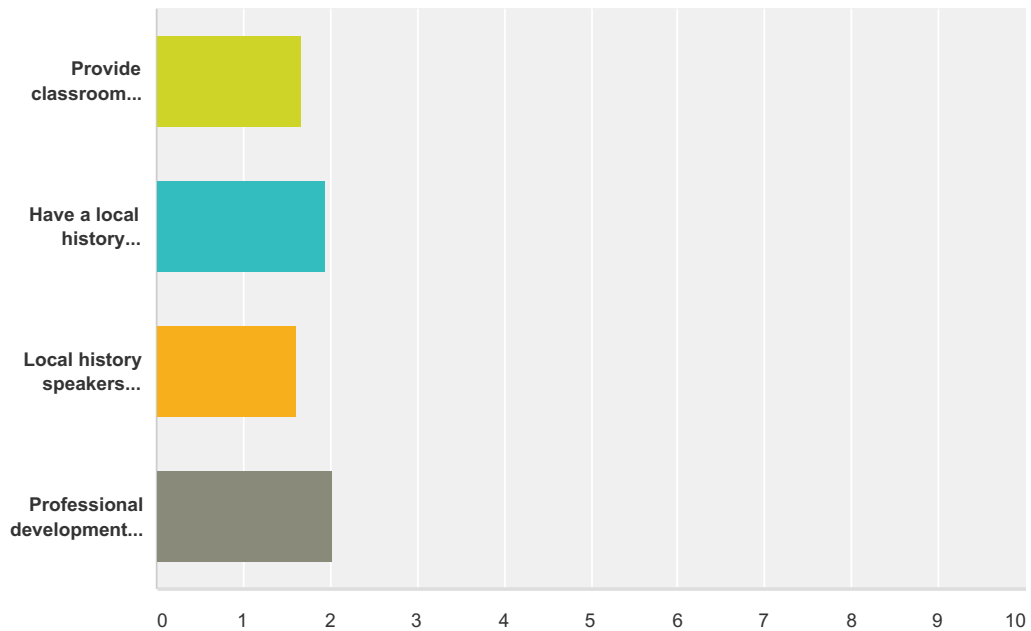
Answered: 36 Skipped: 0



| Answer Choices | Responses | |
|-----------------------|-----------|----|
| Yes--for teachers | 80.56% | 29 |
| Yes--for students | 86.11% | 31 |
| No | 0.00% | 0 |
| Don't know | 8.33% | 3 |
| Total Respondents: 36 | | |

Q8 How could local history staff best help you to teach students about local history?

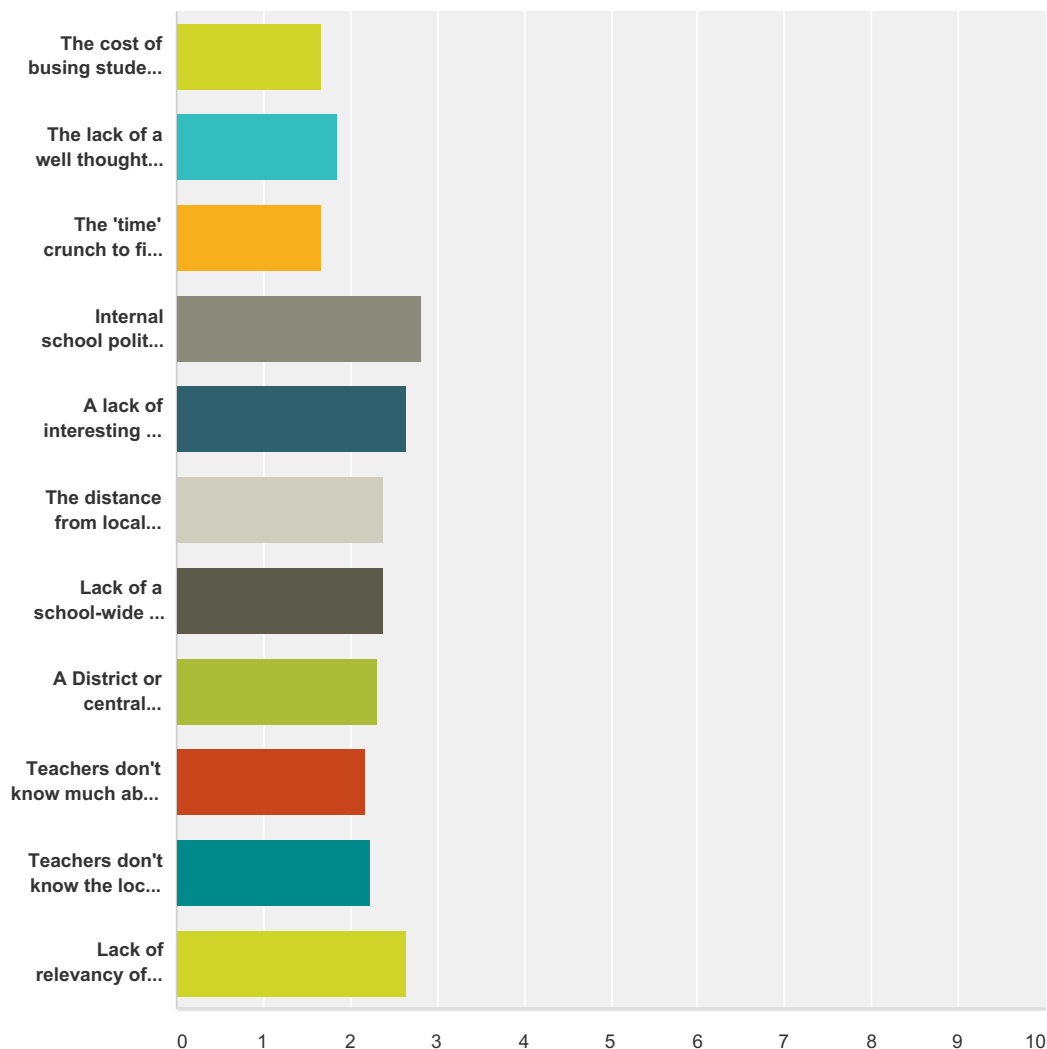
Answered: 36 Skipped: 0



| | Best help | Of some help | Might be helpful | Not helpful at all | Don't bother with this | Total | Weighted Average |
|---|--------------|--------------|------------------|--------------------|------------------------|-------|------------------|
| Provide classroom visits to a local museum or historical society escorted by a qualified guide. | 50.00% 17 | 38.24% 13 | 8.82% 3 | 0.00% 0 | 2.94% 1 | 34 | 1.68 |
| Have a local history curriculum designed and provided to teachers for their grade levels. | 37.14% 13 | 34.29% 12 | 25.71% 9 | 2.86% 1 | 0.00% 0 | 35 | 1.94 |
| Local history speakers available to present to classes about local history topics. | 63.89% 23 | 16.67% 6 | 13.89% 5 | 5.56% 2 | 0.00% 0 | 36 | 1.61 |
| Professional development seminars for teachers on local history and how to access local history learning opportunities. | 36.11% 13 | 30.56% 11 | 30.56% 11 | 0.00% 0 | 2.78% 1 | 36 | 2.03 |

Q9 What are the real and perceived barriers you see to utilizing the resources of the local and county historical societies for teaching your students (Rank each question).

Answered: 36 Skipped: 0

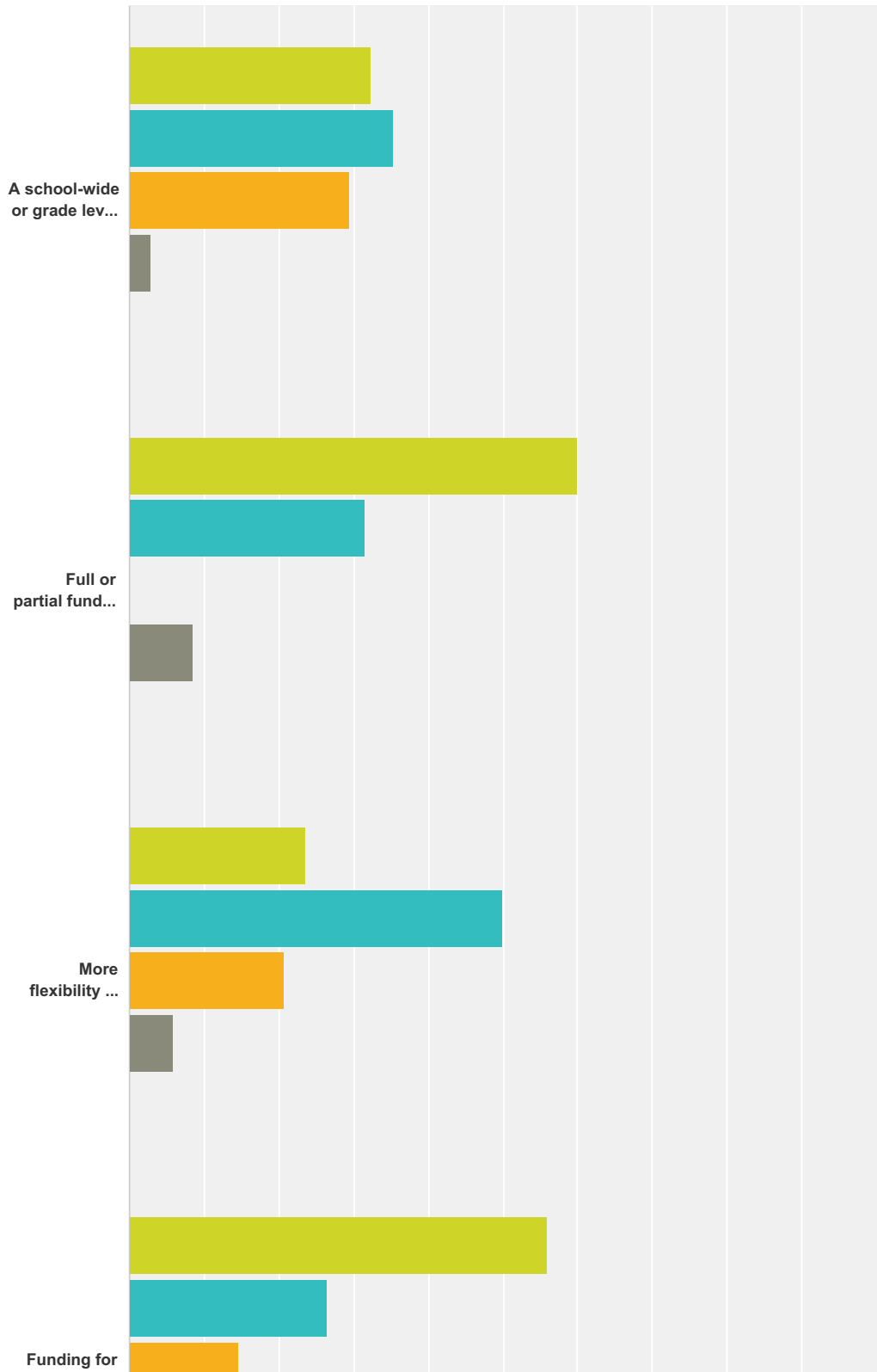


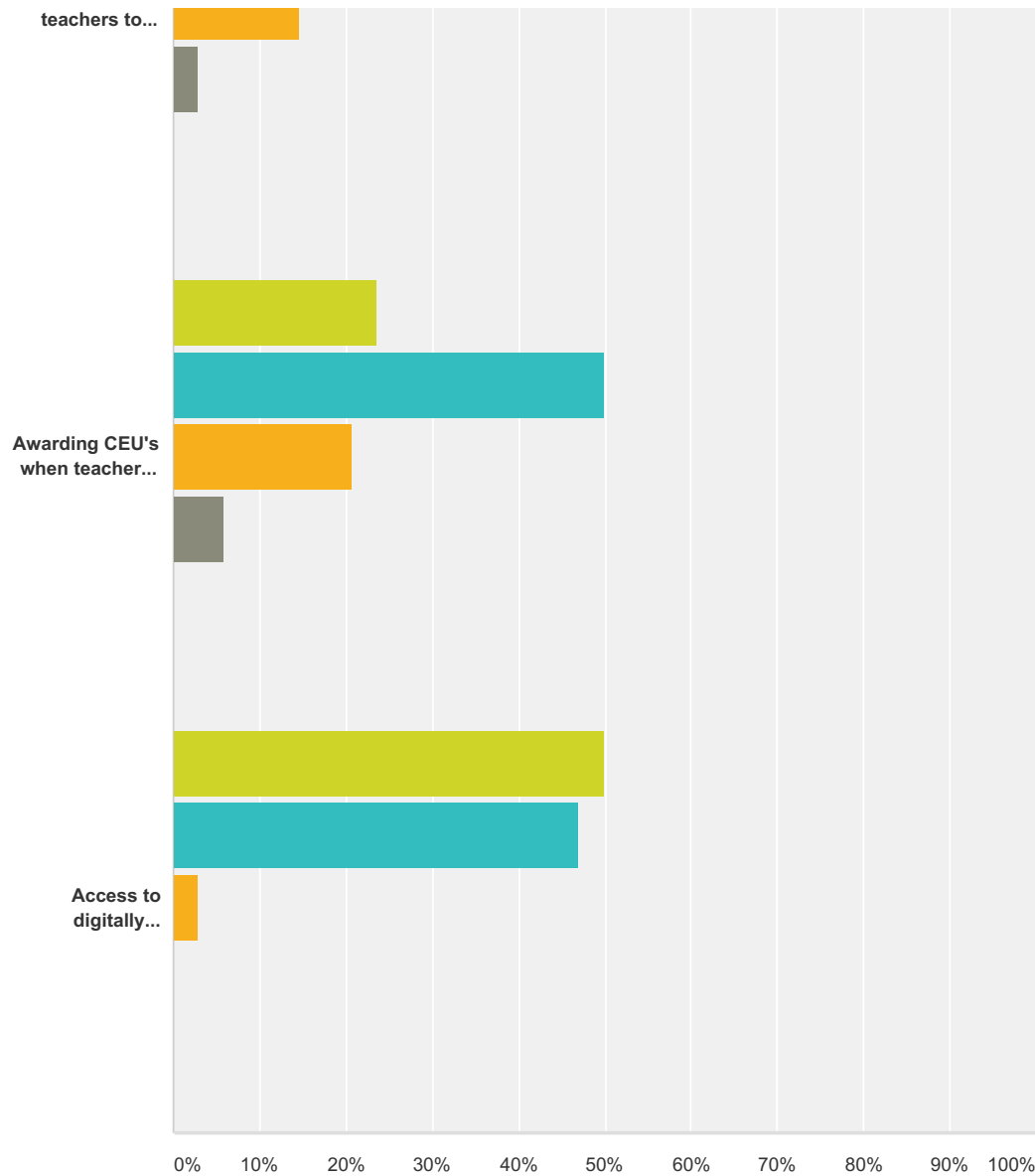
| | This is a major problem | This is a minor problem | This isn't a problem at all | Don't know | Total | Weighted Average |
|---|-------------------------|-------------------------|-----------------------------|------------|-------|------------------|
| The cost of busing students to a local historical society or museum. | 55.56% 20 | 22.22% 8 | 22.22% 8 | 0.00% 0 | 36 | 1.67 |
| The lack of a well thought out, age appropriate curriculum for teachers to use. | 29.41% 10 | 58.82% 20 | 8.82% 3 | 2.94% 1 | 34 | 1.85 |
| The 'time' crunch to fit a unit of local history into the curriculum and the competition from other learning areas. | 57.14% 20 | 25.71% 9 | 11.43% 4 | 5.71% 2 | 35 | 1.66 |
| Internal school politics that stand in the way of teaching about local history. | 2.78% 1 | 16.67% 6 | 77.78% 28 | 2.78% 1 | 36 | 2.81 |

| | | | | | | |
|--|--------------------|---------------------|---------------------|--------------------|----|------|
| A lack of interesting and qualified speakers to work with our classes and students. | 5.71% 2 | 40.00% 14 | 37.14% 13 | 17.14% 6 | 35 | 2.66 |
| The distance from local historical societies and museums to our school location. | 20.00% 7 | 28.57% 10 | 45.71% 16 | 5.71% 2 | 35 | 2.37 |
| Lack of a school-wide or class level commitment to teaching about local history. | 11.43% 4 | 42.86% 15 | 42.86% 15 | 2.86% 1 | 35 | 2.37 |
| A District or central administrative emphasis on other curricular teaching (i.e.: math, reading, etc). | 13.89% 5 | 44.44% 16 | 38.89% 14 | 2.78% 1 | 36 | 2.31 |
| Teachers don't know much about local history. | 8.57% 3 | 65.71% 23 | 25.71% 9 | 0.00% 0 | 35 | 2.17 |
| Teachers don't know the local historical society staff. | 20.59% 7 | 47.06% 16 | 20.59% 7 | 11.76% 4 | 34 | 2.24 |
| Lack of relevancy of local history to our curriculum and teaching. | 8.57% 3 | 31.43% 11 | 45.71% 16 | 14.29% 5 | 35 | 2.66 |

Q10 Which of the following would encourage teachers to engage with local historians either in the classroom or at the local museums.

Answered: 35 Skipped: 1





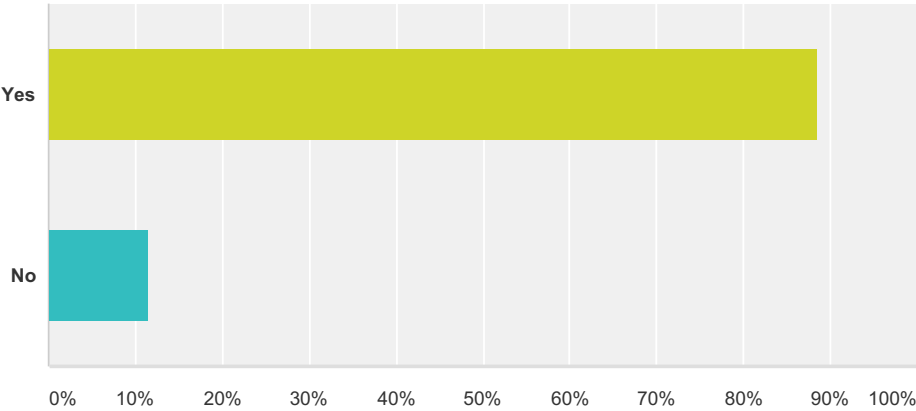
This would be really, really helpful! This would help a bit
This would at least get us thinking about teaching local history This wouldn't be very helpful
Don't even bother with this.

| | This would be really, really helpful! | This would help a bit | This would at least get us thinking about teaching local history | This wouldn't be very helpful | Don't even bother with this. | Total |
|---|---------------------------------------|-----------------------|--|-------------------------------|------------------------------|-------|
| A school-wide or grade level decision to include the teaching of local history. | 32.35% 11 | 35.29% 12 | 29.41% 10 | 2.94% 1 | 0.00% 0 | 34 |
| Full or partial funding for busing students to local historical societies and/or museums. | 60.00% 21 | 31.43% 11 | 0.00% 0 | 8.57% 3 | 0.00% 0 | 35 |
| More flexibility on the use of student learning time to include a unit on local history. | 23.53% 8 | 50.00% 17 | 20.59% 7 | 5.88% 2 | 0.00% 0 | 34 |
| Funding for teachers to collaborate with local historical society staff to develop appropriate curriculum or to identify places within to infuse local history into existing curriculums. | 55.88% 19 | 26.47% 9 | 14.71% 5 | 2.94% 1 | 0.00% 0 | 34 |

| | | | | | | |
|---|---------------------|---------------------|--------------------|-------------------|-------------------|----|
| Awarding CEU's when teachers engage in local history related professional development. | 23.53% 8 | 50.00% 17 | 20.59% 7 | 5.88% 2 | 0.00% 0 | 34 |
| Access to digitally available materials that teachers can infuse into related curriculums or daily teaching routines. | 50.00% 17 | 47.06% 16 | 2.94% 1 | 0.00% 0 | 0.00% 0 | 34 |

Q11 Would it be helpful to have contact
personal with the local historical society?

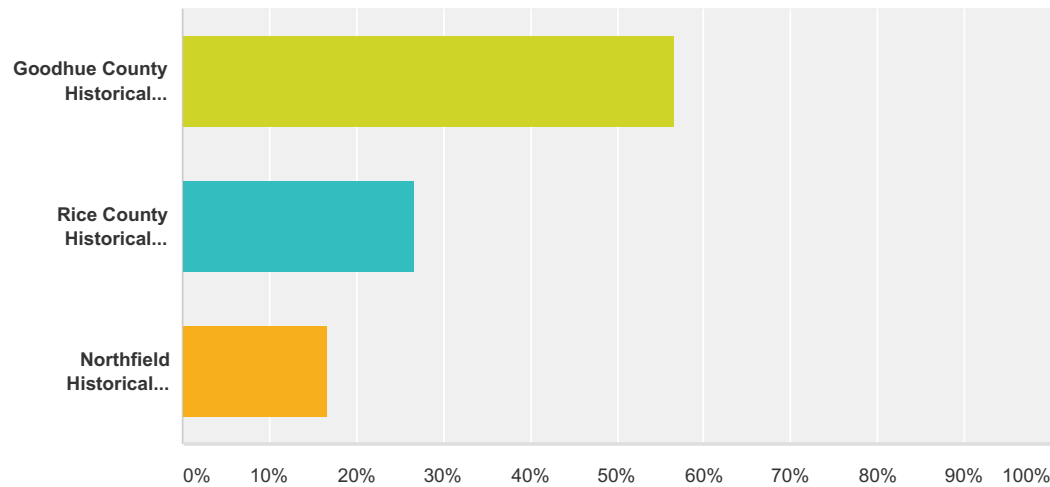
Answered: 35 Skipped: 1



| Answer Choices | Responses | |
|----------------|-----------|----|
| Yes | 88.57% | 31 |
| No | 11.43% | 4 |
| Total | | 35 |

Q12 If yes, which historical society in the area would be your natural choice?

Answered: 30 Skipped: 6



| Answer Choices | Responses | |
|-----------------------------------|-----------|----|
| Goodhue County Historical Society | 56.67% | 17 |
| Rice County Historical Society | 26.67% | 8 |
| Northfield Historical Society | 16.67% | 5 |
| Total | | 30 |

**Q13 Please provide your name and email if
you would like us to contact you.**

Answered: 11 Skipped: 25

APPENDIX B

GCHS Focus Group Topics for Discussion

Focus Group Topics for Discussion:

Background Information:

Current Social Studies curriculum

Limitations of current facilities/budgets

Inter-disciplinary efforts?

Are field trips feasible?

Incorporate Internet into class lessons?

Video lessons? Is there the equipment necessary?

Speakers come to the school on-site?

What is currently lacking in SS curriculum, or in other disciplines?

Describe a strong academic experience for your students.

Do you incorporate local or state history into existing curriculum?

How many speakers or activities did you bring into the classroom from an outside organization in the last 3 years?

Field Trips:

Describe a particularly strong field trip experience for your students

Describe a particularly weak field trip experience for your students

How many field trips can you take per year?

Where did you go in the last 3 years?

Is this a particularly valuable learning tool, in general?

Have you taken your class to the Goodhue Co. History Center?

What activities did your students participate in?

What seemed to have the strongest impact among your students?

Have you taken your class to other history museums?

What seemed to have the strongest impact there?

Describe an 'ideal' field trip for your students.

Off-site programming

Have you booked a speaker or activity from an outside history organization for your students?

What sort of activities/lessons would you like to do with your students, but can't due to budget/equipment limitations?

Do you have any funds allocated to booking speakers or presentations for your students?

Do you integrate online or digital learning in your classrooms?

What disadvantages does booking an outside speaker or activity in your classrooms are there?

Describe a positive experience with an outside speaker or activity.

Describe a negative experience with an outside speaker or activity.

Have you ever rented materials from an outside organization to enhance the lessons you teach?

How valuable are hands-on materials when teaching Social Studies or history?

Large Programs

Do you participate in any all-grade or multi-grade field trips?

Are there advantages to these sorts of field trips? Disadvantages?

Would you be more likely to visit a local organization as a part of a larger trip, or less likely?

Did you, or a teacher you know, ever participate in the DASH program at the Goodhue County Historical Society? Describe.

How long does an ideal field trip last? Does the scale of the trip (all-grade or multi-grade/single class) affect this?

General

What is your biggest concern when working with an outside organization? In terms of booking a field trip? A speaker? An activity?

What is the biggest challenge when teaching Social Studies or history?

Do you currently teach any local or state history? To what extent?

How closely do you follow the 2014 MN Social Studies Curriculum guidelines?

When working with an outside organization in any capacity, how important is it that they follow the 2014 MN SS Curriculum? Common Core standards? How important is it to implement STEM programming?

APPENDIX C

GCHS Proposal for a Teacher Advisory Panel

Proposal for a Teacher Advisory Panel with the Goodhue County Historical Society



Description:

The Goodhue County Historical Society (GCHS) strives to create beneficial educational experiences that teachers will utilize both on site at the Goodhue County History Center and in classrooms throughout Goodhue County. In order for this to happen, the Historical Society believed it would be best to ask teachers what they want and then collaborate with them to make their social studies wish lists a reality. The Goodhue County Historical Society seeks teachers with a passion for social studies to join a Teacher Advisory Panel (TAP). This group of dedicated educators would collaborate with the Education & Outreach Coordinator to develop meaningful educational experiences that meet state standards and engage students in hands-on learning. GCHS hopes to include at least one educator from each school district so that these programs would incorporate the needs of each school district.

In return for educators' expertise in curriculum development and knowledge of state standards, the Goodhue County Historical Society would offer continuing education units and opportunities to participate in professional development workshops related to the types of programs TAP and GCHS would produce.

Objectives:

- ❖ Develop hands-on curriculum that utilizes the Goodhue County Historical Society's resources
- ❖ Provide professional development opportunities for local educators
- ❖ Provide resources to aid teachers throughout Goodhue County with meeting state standards that are more difficult to reach with classroom resources alone
- ❖ Strengthen the relationship between GCHS and local schools

What is a Teacher Advisory Panel?

The Teacher Advisory Panel would consist of local teachers and the Education & Outreach Coordinator. Together, this group would meet on a consistent basis (at least quarterly) to identify the best possible methods for GCHS's resources to aid teachers in meeting state standards. In order to remain flexible, logistics such as, where to meet, when to meet, how often to meet, and specific state standards will be determined by the group during the first meeting. The first meeting will take place at the Goodhue County History Center.

At the conclusion of the school year, the Goodhue County Historical Society will provide certificates with clock hours to help teachers obtain continuing education units. Teachers will receive one clock hour for each hour that teacher participated in a TAP meeting or other professional development opportunities provided by GCHS.

APPENDIX D

Continuing Education Unit Form



Goodhue County Historical Society

1166 Oak Street
Red Wing, MN 55066

Certificate of Program Completion Continuing Education Units (CEU's)

This is to certify that _____ has completed the following approved staff development activities sponsored by the Goodhue County Historical Society.

Topic: Teacher Advisory Panel

Collaborator: Goodhue County Historical Society

Dates of Program(s): Multiple meetings throughout the 2017/2018 academic school year: November 20, 2017, February 5, 2018, March 12, 2018, and May 21, 2018

Location(s): Goodhue County Historical Society, Zumbrota-Mazeppa Elementary School, and Cannon Falls Middle School

Total Clock Hours Possible: 8.75

Total Clock Hours Earned: _____

Category: D – Site, district, state, national, or international curriculum development (Does not include regular lesson planning)

State Requirements

- A. Positive behavioral intervention strategies
- B. Accommodations, modifications and adaptations of curriculum, materials and instruction
- C. Key warning signs for early on-set mental illness in children and adolescents
- D. Reading preparation
- E. Technology
- F. English Learners

Reflection Statement

A statement that demonstrates professional reflection and growth in best teaching practices, including among other things, practices in meeting the varied needs of English Learners, from children to adult.



SEE ATTACHED

Lindsey Rindo

Goodhue County Historical Society

I attest the information on this certificate is true to the best of my knowledge.

Signature of Participant

I attest the information on this certificate is true to the best of my knowledge.

Please return this form to your Continuing Education Representative

APPENDIX E

RGHS Enhanced Field Trip Description List

Rice County Historical Society School Field Trip Opportunities

Rice County Historical Society
1814 NW 2nd Ave.
Faribault, MN 55021
507-332-2121
rchs@rchistory.org

We understand the challenge of today's teachers to meet the wide and varied state standards in a given year. To that end, we have shaped each grade's tours to match the Minnesota Social Studies Standards for that grade level so teachers can be assured that touring the Rice County Historical Society will be a valuable activity for their students.

The Rice County Historical Society facilities include a Museum; our "Out Buildings" which include a Log Cabin, One-Room School, Church, Harvest and Heritage Halls; and the Alexander Faribault House. Tours can be specially designed to address the curriculum and time needs for each group.

Generally, we recommend tours be either of the Museum; Museum + Out Buildings; the Alexander Faribault House; or a combination thereof. We also offer four extended hands-on experiences as described below: the Log Cabin Experience, the One-Room-School Experience, the Agricultural Experience, and the Map Immersion Experience.

Tour and Building Descriptions

The following tour opportunities can be selected individually or paired in any combination.

RGHS Museum: *Suggested time allotted 1 hour (\$1/Student)*

The museum includes vignettes of Rice County History that help tell the County's pre-history and history. Exhibits within the museum include 12,000 year old mammoth bones; paleo and archaic stone tools; Native Americans and Fur Traders; "Tilt-A-Whirl: The Evolution of An Invention"; Bruce Smith: Minnesota's Only Heisman Trophy Winner; Rice County in the Military; Liz Strofus as one of the Women's Airforce Service Pilots, and more. Activities at the museum can include a guided or self-guided tours and/or grade-level appropriate scavenger hunts.

Out Buildings: *(\$1/Student)*

Suggested time allotted 1 – 1.5 hours.

- **Log Cabin:** Originally built in 1856 near what is now the Nerstrand Big Woods State Park, this two story Log Cabin is a typical example of the early cabins built within Rice County. It is complete with early pioneer artifacts including a wood stove, rope bed, butter churn and other kitchen items. This early home is effective at communicating differences and similarities in family life; economic choices of the time; and basic historical thinking skills.
- **One-Room School:** Originally built in 1857 and used for almost a century, this school is typical of the 128 One-Room Schools originally located within Rice County. It is set up with desks, a small library, black boards, and the original wood stove. The space lends itself well to a classroom introduction to the school child's experience from the past.
- **Country Church:** Built in 1868, our Holy Innocence Episcopal Church is decorated just as it was in its original location in Cannon City, Rice County. The church, with its connection to Bishop

Whipple, provides an excellent backdrop for discussing the social support network, resources and scarcity, and cultures and family life in the 1800s.

- **Harvest and Heritage Halls:** These two halls are connected and typically toured together. Harvest Hall houses a rich collection of agricultural tools and machinery from the earliest breaking plows of the 1850s to the steam engines and early equipment of the 1920s. Heritage Hall has a variety of exhibits and vignettes on business and industry within Rice County including milling and quarries as well as displays on business machines, household equipment, and the fire department.

Alexander Faribault House Tour: 32 participant limit. *Suggested time allotted: 1 hour (\$1/Student)*

This home, built in 1853 by town founder, Alexander Faribault, was the first frame home in Rice County. This guided tour will touch on a variety of topics including Alexander's early life as the son of a French-Canadian fur trader and a Dakota woman; Alexander's professional life as a fur trader in his own right, territorial legislator, banker, mill owner, land developer, and philanthropist. Other topics will include the role of the home as first school, post office, hospital, meeting room and more. The home has Faribault Family furnishings as well as historical artifacts from other Rice County residents.

*** Log Cabin Experience:** 40 participant limit. *Suggested Time Allotted: ½ day (3 hours) (\$5/Student)*

The Log Cabin Experience will start with an introduction to life as a pioneer family. Hands on experiences will include doing the laundry with a scrub board; shelling and grinding corn; doing common indoor and outdoor chores; using hand tools; carding, spinning, and weaving wool; and playing with old time toys.

*** One-Room School Experience:** 24 participant limit. *Suggested Time Allotted: ½ day (3 hours) (\$5/Student)*

The One Room School experience attempts to transport students back to the past. Students line up outside the school, are given a brief history of the school, and then file quietly into the school. After the opening pledge and song, students learn about difference aspect of the school as they are assigned chores. Their class time can consist of penmanship, small group reading lessons, large group arithmetic activities and a spelling bee. (Teachers can specify what topics they prefer to have covered.) The session can also include recess time with appropriate games.

*** Agricultural Experience:** 40 participant limit. *Suggested Time Allotted 2 hours (\$4/Student)*

This experience will provide a glimpse into agriculture history of Rice County and Minnesota. Participants will tour the agricultural machinery in Harvest Hall with a focus on changes over time. Also included will be hands-on experience with small farming tools. Topics will include Native American planting traditions; the early pioneer process of working the soil; hand planting and broadcast seeding; as well as threshing and winnowing.

*** Map Immersion Experience:** 40 participant limit. *Suggested Time Allotted 3 hours (\$4/Student)*

The Map Immersion Experience will expose students to our collection of historic city, county, state, national, and international maps. Students will work with original maps, photos and documents to explore the types of information that can be gleaned from the different sources such as the topographic map that hints at the impact of the last ice age on Rice County; Sanborn Insurance Maps which document otherwise hidden information in downtown Faribault such as the tunnels between buildings and the 1901 straightening of the Straight River; plat maps that show who owned what parcel of land in rural Rice County, how many acres they owned, and what year that land was first settled; state road maps that document the changes and impacts of state highways and freeways; and more.

Grade-Level Tour Recommendations

Kindergarden: Focusing on “Goods and Services”; “Then and Now”; and “Needs vs: Wants”

A field trip consisting of touring the Museum and Heritage Halls will address the following standards:

Strand/Substrand:

Economics/Economic Reasoning Skills: **0.2.1.1.1** and **0.2.1.1.2**

Economics/Microeconomic Concepts: **0.2.4.5.1**

Geography/Geospatial Skills: **0.3.1.1.2**

History/Historical Thinking Skills: **0.4.1.1.1** and **0.4.1.2.1**

1st Grade: Focusing on “Differences and Similarities in Cultures and Family Life” as well as “Then and Now”

A two-part field trip consisting of the Log Cabin Experience coupled with a tour of the Alexander Faribault House and guided walking tour of downtown Faribault will address the following standards:

Strand/Substrand:

Economics/Economic Reasoning Skills: **1.2.1.1.1**

Economics/Fundamental Concepts: **1.2.3.3.1**

Economics/Microeconomic Concepts: **1.2.4.5.1**

Geography/Geospatial Skills: **1.3.1.1.1** and **1.3.1.1.2**

History/Historical Thinking Skills: **1.4.1.1.1** and **1.4.1.2.2**

History/Peoples, Cultures and Changes Over Time: **1.4.2.4.1** and **1.4.2.4.2**

2nd Grade: Focusing on school experiences then and now.

A field trip consisting of the ½ day One-Room School Experience will address the following state standards:

Strand/Substrand:

Citizenship and Government/Governmental Institution and Political Processes: **2.1.4.7.1**

Economics/Fundamental Concepts: **2.2.3.3.1**

Geography/Geospatial Skills – The World in Spatial Terms: **2.3.1.1.2**, **2.3.1.1.3**, and **2.3.1.1.4**

History/Historical Thinking Skills: **2.4.1.2.1**

History/Peoples, Cultures and Changes Over Time: **2.4.2.4.2**

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

Strand/Substrand:

Economics/Microeconomic Concepts: **2.2.4.5.1** and **2.2.4.5.2**

Geography/Human Environment Interaction: **2.3.4.9.1**

3rd Grade: Focusing on consequences of choice; producing goods and services; and human, natural, and capital resources.

A field trip consisting of the Agricultural Experience which includes a guided tour of Harvest Hall as well as hands on activities will address the following state standards:

Strand/Substrand:

Economics/Economic Reasoning Skills: **3.2.1.1.1**

Economics/Personal Finance: **3.2.2.2.1**

Economics/Microeconomic Concepts: **3.2.4.5.1** and **3.2.4.5.2**

History/Historical Thinking Skills: **3.4.1.1.1** and **3.4.1.2.1**

History/Peoples, Cultures and Changes Over Time: **3.4.2.3.1**

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

Strand/Substrand:

Citizenship and Government/Civic Skills: **3.1.1.1.1**

Geography/Geospatial Skills: **3.3.1.1.1** and **3.3.1.1.2**

Geography/Human Systems: **3.3.3.6.1** and **3.3.3.8.1**

4th 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**

5th Grade: Focusing on People, Cultures, and Changes Over Time

A guided tour of the Alexander Faribault House will meet the following state standards:

Strand/Substrand:

Economics/Personal Finance: **5.2.2.2.1**

Economics/Microeconomic Concepts: **5.2.4.6.1**

Geography/Human Environment Interaction: **5.3.4.10.1**

History/Historical Thinking Skills: **5.4.1.1.1, 5.4.1.2.1, and 5.4.1.2.2**

History/Peoples, Cultures and Changes Over Time: **5.4.2.3.1**

6th Grade: Focusing on Minnesota History as experienced and influenced by Rice County citizens

A full-day field trip consisting of a tour of the Alexander Faribault House, Museum, and Out Buildings with a recommended additional tour of the Faribault Cathedral will address the following state standards:

Strand/Substrand:

Citizenship and Government/Civic Skills: **6.1.1.1.1**

Citizenship and Government/Relationship of the U.S. to Other Nations and Organizations: **6.1.5.10.1**

Economics/Economic Reasoning Skills: **6.2.1.1.1**

Economics/Microeconomic Concepts: **6.2.4.5.1**

Geography/Human Systems: **6.3.3.6.1**

Geography/Human Environment Interaction: **6.3.4.10.1**

History/Historical Thinking Skills: **6.4.1.2.1**

History/United States History: **6.4.4.16.1, 6.4.4.18.1, 6.4.4.20.1, and 6.4.4.21.4**

***Other Possible Programs/Tours:** 6th grades' focus on Minnesota History is comprehensive. The tours here touch on the above standards but the RCHS collection is vast and could be accessed for more in-depth coverage on a variety of focused topics. The following are only a few examples of what could be shared with your students. Please contact RCHS to explore these or other possible programs for your classroom.

*** Rice County in the Civil War**

*** Rice County and the Dakota:** Topics that could be explored include early settler experiences; Rice County and the 1862 US/Dakota conflict; Alexander Faribault: fur trader, treaty translator, and Dakota kinsmen; Bishop Whipple; Taopi and the "Faribault Indians", 1863-1882; and more.

*** Rice County and WWI:** Including more than 1,000 files on Rice County WWI veterans, letters, posters, uniforms, and more.

*** Rice County and WWII:** Exploring several Rice County veterans experiences including Liz Strofus as a WASP, Radar Dittmann as a Norwegian Resistance Fighter, Bill Cupp as a Army bombardier and his experiences as a German POW; Florence Wickman as an Army Nurse during the Battle of the Bulge; Chuck DeMann and his experience fighting in the Pacific and surviving a Kamikaze attack; the German POWs that worked at the Faribault Canning Factory; the City of Faribault's sister city relationship with Wortzberg Germany which developed as a post-war city-wide offer support.; and more.

7-12th Grades:

RCHS suggests that teachers from 7th – 12th grades contact us so we can work together to meet the curriculum needs for each group. This may include the tours and experiences listed above, but may also include workshops on information literacy, using primary resources, historical inquiry through historical artifacts, and group and individualized research projects and workshops.

Please contact the Rice County Historical Society for more information about scheduling, suggested tour preparation, specific questions about how state standards are met with each tour, and any other questions you may have.

Rice County Historical Society
1814 NW 2nd Ave.
Faribault, MN 55021
507-332-2121
rchs@rchistory.org

APPENDIX F

GCHS Teacher Advisory Panel's
Identified State Standards

General

| Grade | Strand | Substrand | Standard | Code | 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. | 2.4.2.4.2 | Describe how the culture of a community reflects the history, daily life, or beliefs of its people |
| 3 | 2. Economics | 4. Microeconomic Concepts | Individuals, businesses, and governments interact and exchange goods, services, and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service, or resource | 3.2.4.5.1 | Explain that producing any good or service requires resources; describe resources needed to produce a specific good or service, explain why it is not possible to produce an unlimited amount of good or service. <i>For example:</i> Contemporary examples - Producing bread requires wheat (natural resource), an oven (capital resource), a baker (human resource) |
| 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 | 3.4.1.2.2 | Compare and contrast two different accounts of an event <i>For example:</i> Event - a playground conflict, current event, historic event |
| 3 | 4. History | 2. Peoples, Cultures, and Change Over Time | History is made by individuals acting alone and collectively to address problems in their communities, state, nation, and world | 3.4.2.5.1 | Identify examples of individuals or groups who have had an impact on world history; explain how their actions have helped shape the world around them. <i>For example</i> Groups might include ethnic or cultural groups, religious groups, political groups |
| 4 | 3. Geography | 4. Human Environment Interaction | The environment influences human actions; and humans both adapt to and change the environment | 4.3.4.9.1 | Explain how humans adapt to and/or modify the physical environment and how they are in turn affected by these adaptations and modifications. <i>For example:</i> Humans cut down forest to clear land for farming, which leads to soil erosion. Consequently, humans have to use more fertilizer to supplement the nutrients in the soil. |

Dakota History

| Grade | Strand | Substrand | Standard | Code | 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 | 2.4.2.4.1 | 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 | 3.4.1.2.3 | Compare and contrast various ways cultures have expressed concepts of time and space <i>For example:</i> Calendar Systems - Dakota or Anishinaabe seasonal cycles. Visual representations of location and spatial information |
| 4 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies; the three levels (federal, state, and local) and the three branches (legislative, executive, judicial) of government | 4.1.4.6.1 | Describe tribal government and some of the services it provides; distinguish between United States and tribal forms of government. <i>For example</i> Services provided by tribal governments - schools, hunting, and fishing regulations |
| 6 | 1. Citizenship and Government | 5. Relationships of the U.S. to Other Nations and Organizations | The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign indigenous nations and other sovereign nations, and plays a key role in world affairs | 6.1.5.10.1 | Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today <i>For example:</i> Organizations and tribal government, gaming rights, and fishing rights. |

| | | | | | |
|---|--------------|--------------------------|---|------------|--|
| 6 | 3. Geography | 3. Human Systems | Geographic factors influence the distribution, functions, growth, and patterns of cities and other human settlements | 6.3.3.6.1 | Locate, identify, and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and growth of cities in different parts of Minnesota. <i>For example:</i> Physical features - ecosystems, topographic features, continental divides, river valley, cities, communities, and reservations of Minnesota's indigenous people. |
| 6 | 4. History | 4. United States History | North America was populated by indigenous nations that had developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent (Before European Contact) | 6.4.4.15.1 | Compare and contrast the Dakota and Anishnaabe nations prior to 1800; describe their interactions with each other and other indigenous peoples (Before European Contact) |
| 6 | 4. History | 4. United States History | Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations | 6.4.4.19.3 | Explain reasons for the United States - Dakota War of 1862; compare and contrast the perspective of settlers and Dakota people before, during, and after the Civil War |
| 6 | 4. History | 4. United States History | As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict, and new efforts at reform. | 6.4.4.20.4 | Describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishnaabe and Dakota people, especially in the areas of education, land ownership, and citizenship |

Immigration

| Grade | Strand | Substrand | Standard | Code | Benchmark |
|-------|------------|--|---|------------|---|
| 2 | 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 | 2.4.1.2.1 | Use historical records and artifacts to describe how people's lives have changed over time. |
| 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 | 3.4.1.2.1 | Examine historical records, maps, and artifacts to answer basic questions about times and events in history, both ancient and more recent - What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have? |
| 4 | 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. | 4.4.2.4.1 | Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came. |
| 6 | 4. History | 4. United States History | As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict, and new efforts at reform. | 6.4.4.20.2 | Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries. <i>For example</i> - Establishment of ethnic communities and neighborhoods, shifting political power, language barriers |
| 6 | 4. History | 4. United States History | The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values, and role in the world | 6.4.4.23.1 | Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian, and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries. |

Reading Artifacts

| Grade | Strand | Substrand | Standard | Code | Benchmark |
|-------|--------------|--|---|-----------|--|
| 2 | 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 | 2.4.1.2.1 | Use historical records and artifacts to describe how people's lives have changed over time. |
| 3 | 3. Geography | 3. Human Systems | Geographic factors influence the distribution, functions, growth, and patterns of cities and human settlements | 3.3.3.6.1 | Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world. <i>For example:</i> Mountains and arid places tend to have less population than coastal places |
| 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 | 3.4.1.2.1 | Examine historical records, maps, and artifacts to answer basic questions about times and events in history, both ancient and more recent - What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have? |
| 3 | 4. History | 2. Peoples, Cultures, and Change Over Time | Historical events have multiple causes and can lead to varied and unintended outcomes | 3.4.2.3.1 | Explain how an invention of the past changed life at that time, including positive, negative, and unintended outcomes |
| 5 | 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 | 5.4.1.2.1 | Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions that address the questions |
| 5 | 4. History | 2. Peoples, Cultures, and Change Over Time | Historical events have multiple causes and can lead to varied and unintended outcomes | 5.4.2.3.1 | Analyze multiple causes and outcomes of a historical event |

| | | | | | |
|---|------------|-------------------------------|---|-----------|---|
| 6 | 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 | 6.4.1.2.1 | Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings |
|---|------------|-------------------------------|---|-----------|---|

APPENDIX G

GCHS History Trunk Expectations

History Trunks

Themes

- Immigration in Goodhue County (1850s – 2010)
- Dakota History in Minnesota and ties to Goodhue County
- How to Read an Artifact – tie to third grade state standards and sixth grade Northern Lights books

Trunk Elements

- Lesson plans to meet each of the state standards identified by the Teacher Advisory Panel
 - One lesson could meet multiple state standards – Reading and Social Studies
- One lesson plan in each trunk that will allow kids to experience/”live out” the history
 - Games
 - Day long experience when it makes sense
- One take home activity that will allow the students to reteach what they learned with their parents
- One mystery artifact
 - Kids will use object based learning skills to identify the mystery object
- One 90 minute lesson
- One 60 minute lesson
- At least one 30 minute lesson
- At least two 10 minute lessons
- Recommended Picture and/or Chapter books for teachers to tie the theme of this book into other areas of study within their classrooms
- Teacher guide to explain all the possible lessons
- Guide to digital components on Padlet

Digital Components on Padlet

Each history trunk does not need to include all of the following these are just options

Use proper citations for all of these sources to avoid copy right issues

- Pictures from the Goodhue County Historical Society archives which bring the lessons to life through images
- Maps which show students where the places in the lessons are located
- Video clips
- Student worksheets that accompany lessons
- Online exhibits or resources recommended for teachers to use to enrich lessons

APPENDIX H

GCHS Education Intern Job Description

Education Intern

Goodhue County Historical Society
1166 Oak Street
Red Wing, MN 55066

Position Type: Part-time (300 hours between February 5 and May 18)

Compensation: \$3,000 for internship

Position Summary: Education Intern will assist the Education & Outreach Coordinator with the development of K-12 school programs. He/she will conduct primary and secondary research related to specific themes and help create lesson plans which meet Minnesota state standards. His/her work will allow the Goodhue County Historical Society to meet its mission and provide a diverse offering of topics to reach the students throughout the county.

The Education intern will work closely with professional museum staff and help develop innovative education programs. The programs may include the creation of pre- and post-visit materials, lesson plans, history trunk programs, and the revitalization of on-site tours for K-12 students. Ideal candidates will have an interest in museums and/or education as a career.

Reports to: Education & Outreach Coordinator

Responsibilities:

- Conduct primary and secondary research related to the themes selected by the Education & Outreach Coordinator and the Teacher Advisory Panel
- Collaborate with the Education & Outreach Coordinator and the Teacher Advisory Panel to develop clear lesson plans which connect students to the resources available at the Goodhue County Historical Society - these lesson plans must meet Minnesota state standard
- Brainstorm school program ideas
- Participate in quarterly meetings with the Teacher Advisory Panel in Goodhue County
- Other duties as needed

General Requirements

- Candidates must be proficient in research and writing
- Must have the ability to check in with the Education & Outreach Coordinator for progress updates every two weeks over the phone or in person
- Ideal candidates will be independent and self-starting
- Knowledge of Microsoft Office programs particularly Word, is preferred
- Prior experience writing lessons plans a plus, but not required

Minimum Qualifications

- College sophomores or higher in a Bachelors program for Education or History preferred but related fields are acceptable. Students may also be accepted as interns within one year of graduation from college or university.
- Knowledge of or willingness to learn a variety of interpretive methods as well as instruction methods.

How to Apply

Interested applicants should submit a cover letter and resume, with three professional or academic references listed, for consideration by

Mail

ATTN: Dustin Heckman, Executive Director
Goodhue County Historical Society
1166 Oak Street
Red Wing, MN 55066

Email as PDF: director@goodhistory.org

All materials must be received by Friday, January 5 at 12 PM CDT to be considered for the position.

The Goodhue County Historical Society is an Equal Opportunity Employer.

APPENDIX I

Table of Contents for the GCHS Immigration History Trunk



Immigration History Trunk

History Trunk Information

Rental Agreement Form

Must be signed by teacher and staff

Inventory List at Check Out

Inventory Chart when returning box

Artifact Handling Information Sheet

Please read this to students before they handle the artifacts in the Immigration History Trunk

Lessons

Lesson 1: A Newcomer and their Trunk

- Grade Level: 2nd
- Length: 90 min.
- Standard: 2.4.1.2.1
- Objective: Students will use the idea of what an immigrant pack is to describe how lives have changed over time.

Lesson 2: Reading an Advertisement

- Grade Level: 5th
- Length: 30 min.
- Standards: 5.2.3.3 and 5.2.8.8
- Objectives:
 - Students will explain the relationship between the intended audience and the author in a historical text based on specific information in the text
 - Students will explain how the author uses reasons and evidence to support their points of why people should immigrate to Minnesota

Lesson 3: A Newcomer's Journey

- Grade Level: 6th
- Length: 90 min.
- Standard: 6.3.3.6.1
- Objective: Students will locate, identify, and describe how the Mississippi River affected settlement patterns and the growth of cities

Lesson 4: Two Immigrations

- Grade Levels: 6 or 8
- Length: 3 Class Periods
- Standards: 6.4.4.20.2; 6.4.4.23.1; 8.3.3.5.1; 4.3.14.2
- Objectives

- Day 1: Describe the influence of push/pull factors on early immigration to Minnesota
- Day 2: Describe the influence of push/pull factors on recent immigration to Minnesota
- Day 3: Compare and contrast historic and contemporary immigrant groups of Minnesota

Lesson 5: News about your New Home

- Grade Level: Not Specified
- Length: 40 min.
- Standard: Adaptable to fit your current English Language Arts state standards
- Objective: Students will construct inferences about life in Red Wing during 1871

Additional Activities

Mystery Object Activity

- Activity
- Worksheet
- Mystery Object's Story

Guided Mapping Activity

Ellis Island Activity

Rebecca Sjolander, teacher at Zumbrota Mazeppa Schools, created this activity and granted the Goodhue County Historical Society the use of these materials in conjunction with the Immigration History Trunk

See additional binder for more details on this activity

Read Aloud Activity: Watch the Stars Come Out

Immigration Related Text Sheet

APPENDIX J

History Trunks' Formative Evaluation

History Trunk Formative Interview Questions

History Trunk: _____ Date: _____

Teacher: _____ School: _____

Lesson: _____ **Tested with Students in Grade(s):** _____

1. Did you use this lesson as described in the teacher manual or did, you use the lesson as inspiration for a different lesson/activity in your classroom?
2. If you used it as inspiration, can you describe the lesson? How did your students respond to the lesson/activity?
3. How prepared did you feel when you facilitated this lesson your classroom?
4. How well did this lesson help you meet Minnesota State Standards?

Lesson: _____ **Tested with Students in Grade(s):** _____

1. Did you use this lesson as described in the teacher manual or did, you use the lesson as inspiration for a different lesson/activity in your classroom?
2. If you used it as inspiration, can you describe the lesson? How did your students respond to the lesson/activity?
3. How prepared did you feel when you facilitated this lesson your classroom?
4. How well did this lesson help you meet Minnesota State Standards?

About the History Trunk as a whole

1. On a scale of 1 to 4, how interesting did your students find this History Trunk?
 - 1) They were so interested that they wanted to keep it longer and/or asked to check out another History Trunk soon
 - 2) They were interested, but didn't express interest in another History Trunk
 - 3) They were not really interested
 - 4) They didn't find it interesting at all
2. Which part of the History Trunk did they find most interesting?
3. Which part of the History Trunk did they find least interesting?
4. Which of the lessons were most helpful to incorporate into your curriculum?
5. After using this History Trunk, is there anything about this topic that you and/or your students would like to know more about?
6. How could the Goodhue County Historical Society improve the History Trunk for future uses?

APPENDIX K

RCHS 1st Grade Tour Recommendations

Rice County Historical Society School Field Trip Opportunities

We understand the challenge of today's teachers to meet the wide and varied state standards in a given year. To that end, we have shaped each grade's tours to match the Minnesota Social Studies Standards for that grade level so teachers can be assured that touring the Rice County Historical Society will be a valuable activity for their students.

The Rice County Historical Society facilities include a Museum; our "Out Buildings" which include a Log Cabin, One-Room School, Church, Harvest and Heritage Halls; and the Alexander Faribault House. Tours can be specially designed to address the curriculum and time needs for each group.

Please note: The participation limitation and recommended time allotment indicated behind each of the building/tour description, reflect how many students can participate in that activity at one time. However, we are open to working with teachers to modify tours and experiences to best meet your schedule and accommodate more students as needed. This could include changing the amount of time at each station/activity, changing the number of hands-on-activities, or adjusting the schedule to have one group doing a tour of the Faribault House while another does a modified Log Cabin Experience.

1st Grade-Level Tour Recommendations

1st Grade: Focusing on "Differences and Similarities in Cultures and Family Life" as well as "Then and Now"

A two-part field trip consisting of the Log Cabin Experience coupled with a tour of the Alexander Faribault House and guided walking tour of downtown Faribault will address the following standards:

Strand/Substrand:

Economics/Economic Reasoning Skills: **1.2.1.1.1**

Economics/Fundamental Concepts: **1.2.3.3.1**

Economics/Microeconomic Concepts: **1.2.4.5.1**

Geography/Geospatial Skills: **1.3.1.1.1** and **1.3.1.1.2**

History/Historical Thinking Skills: **1.4.1.1.1** and **1.4.1.2.2**

History/Peoples, Cultures and Changes Over Time: **1.4.2.4.1** and **1.4.2.4.2**

Tour/Experience Descriptions:

Alexander Faribault House Tour: 40 participant limit. *Suggested time allotted: 1 hour (\$1/Student)*

This home, built in 1853 by town founder, Alexander Faribault, was the first frame home in Rice County. This guided tour will touch on a variety of topics including Alexander's early life as the son of a French-Canadian fur trader and a Dakota woman; Alexander's professional life as a fur trader in his own right, territorial legislator, banker, mill owner, land developer, and philanthropist. Other topics will include the role of the home as first school, post office, hospital, meeting room and more. The home has Faribault Family furnishings as well as historical artifacts from other Rice County residents.

Log Cabin Experience: 40 participant limit. *Suggested Time Allotted: ½ day (3 hours) (\$5/Student)*

Description: The Log Cabin Experience will start with an introduction to life as a pioneer family. Hands on experiences will include doing the laundry with a scrub board; shelling and grinding corn; doing common indoor and outdoor chores; using hand tools; carding, spinning, and weaving wool; and playing with old time toys.

Additional Museum Building Tours

The following building tour opportunities can be selected individually or paired in any combination.

RCHS Museum: *Suggested time allotted 1 hour (\$1/Student)*

The museum includes vignettes of Rice County History that help tell the County's pre-history and history. Exhibits within the museum include 12,000 year old mammoth bones; paleo and archaic stone tools; Native Americans and Fur Traders; "Tilt-A-Whirl: The Evolution of An Invention"; Bruce Smith: Minnesota's Only Heisman Trophy Winner; Rice County in the Military; Liz Strofus as one of the Women's Airforce Service Pilots, and more. Activities at the museum can include a guided or self-guided tours and/or grade-level appropriate scavenger hunts.

Out Buildings: *(\$1/Student)*

Suggested time allotted 1 – 1.5 hours.

- **Log Cabin:** Originally built in 1856 near what is now the Nerstrand Big Woods State Park, this two story Log Cabin is a typical example of the early cabins built within Rice County. It is complete with early pioneer artifacts including a wood stove, rope bed, butter churn and other kitchen items. This early home is effective at communicating differences and similarities in family life; economic choices of the time; and basic historical thinking skills.
- **One-Room School:** Originally built in 1857 and used for almost a century, this school is typical of the 128 One-Room Schools originally located within Rice County. It is set up with desks, a small library, black boards, and the original wood stove. The space lends itself well to a classroom introduction to the school child's experience from the past.
- **Country Church:** Built in 1868, our Holy Innocence Episcopal Church is decorated just as it was in its original location in Cannon City, Rice County. The church, with its connection to Bishop Whipple, provides an excellent backdrop for discussing the social support network, resources and scarcity, and cultures and family life in the 1800s.
- **Harvest and Heritage Halls:** These two halls are connected and typically toured together. Harvest Hall houses a rich collection of agricultural tools and machinery from the earliest breaking plows of the 1850s to the steam engines and early equipment of the 1920s. Heritage Hall has a variety of exhibits and vignettes on business and industry within Rice County including milling and quarries as well as displays on business machines, household equipment, and the fire department.

Please contact the Rice County Historical Society for more information about scheduling, suggested tour preparation, specific questions about how state standards are met with each tour, and any other questions you may have.

Rice County Historical Society
1814 NW 2nd Ave.
Faribault, MN 55021
507-332-2121
rchs@rchistory.org

APPENDIX L

RCHS School Field Trip Reservation Form

RCHS SCHOOL TOUR RESERVATION FORM

DAY/DATE of Tour: _____ **TIME:** _____ to _____

Group: _____

School/Grade: _____

Contact Person: _____

Phone: _____ **email:** _____

Date /Time Reservation was made: _____ / _____ Staff _____

SPECIAL INSTRUCTIONS:

Number and Ages of People

Children _____

Adults _____

Teachers _____

Chaperones _____

Please Indicate the Type of Tour

- ☐ Alexander Faribault House
- ☐ Museum Guided
- ☐ Museum Unguided
- ☐ Museum Video
- ☐ Log Cabin
- ☐ School
- ☐ Church
- ☐ Harvest Hall
- ☐ Heritage Hall
- ☐ One Room School House Experience
- ☐ Log Cabin Experience

Admission fee agreed upon: _____

Scavenger Hunt:

_____ RCHS Print Copies

- ☐ 2nd Grade Heritage Hall Photo Match (Laminated)
- ☐ 2nd Grade Museum Photo and Map
- ☐ 3rd Grade Harvest (7Q) & Heritage (9Q) Halls
- ☐ 3rd Grade Museum (10 Question)
- ☐ 6th Grade Harvest (17Q) & Heritage (19Q) Halls
- ☐ 6th Grade Museum (16 Question)
- ☐ High School HHH (Back of Museum Scavenger Hunt)
- ☐ High School Museum (10 Question)
- ☐ Teachers developed their own

Volunteer Information

Number of Volunteers needed _____

Volunteers Scheduled and Confirmed _____

APPENDIX M

RCBS Vocabulary for Agriculture Wool Focus - Grade 2

How Can Sheep Be Used To Make Clothing?

Vocabulary

Sheep- (Page 35- Social Studies Alive- Community)

Wool-

Shear-

Wool shears-

Card-

Spin-

Drop Spindle-

Spinning Wheel-

Knit-

Crochet-

Mill-

Waterwheel- (page 14, Force & Motion)-

APPENDIX N

RCHS 2018 School Tour Results/Attendance Spreadsheet

2018 May School Tours

| Date | Grade | School | Experience | # of Students | # of Class | # of Tours Given * | # of Volunteers | # of Hours | Volunteer Hours |
|-----------|-------|---------------------|---|---------------|------------|--------------------|-----------------|------------|-----------------|
| 5/3/2018 | K | STEM, Fbo | 4 stations/Museum & HHH | 42 | 2 | 4 | 2 | 1.45 | 2.9 |
| 5/11/2018 | k-2 | St. Dominic's, Nfld | Museum, Log Cabin, School/Church, HHH | 39 | 2 | 2 | 4 | 2 | 8 |
| 5/14/2018 | 1st | STEM, Fbo | Faribault House | 44 | 2 | 2 | 1 | 2 | 2 |
| 5/14/2018 | 3rd | Divine Mercy, Fbo | Faribault House | 27 | 2 | 1 | 1 | 1 | 1 |
| 5/16/2018 | 2nd | Jefferson, Fbo | Museum, Log Cabin, School/Church, HHH | 99 | 4 | 8 | 4 | 3 | 12 |
| 5/17/2018 | 1st | STEM, Fbo | ** Log Cabin Immersion | 44 | 2 | 1 | 6 | 5 | 30 |
| 5/18/2018 | 2nd | Lincoln, Fbo | Museum, Log Cabin, School/Church, HHH | 93 | 4 | 8 | 4 | 3 | 12 |
| 5/21/2018 | 6th | Middle School, Fbo | Museum, Log Cabin, School/Church, HHH, Walking Tour, AFH, Cathedral | 151 | 5 | 10 | 10 | 6 | 60 |
| 5/22/2018 | 3rd | Bridgewater, Nfld. | ** Museum, Log Cabin, School/Church, HHH | 113 | 5 | 4 | 3 | 5 | 15 |
| 5/23/2018 | 3rd | Divine Mercy, Fbo | ** Museum, Log Cabin, School/Church, HHH | 27 | 1 | 1 | 3 | 2.25 | 6.75 |
| 5/24/2018 | 2nd | STEM, Fbo | One-Room School Immersion | 43 | 2 | 2 | 1 | 5 | 5 |
| 5/25/2018 | 6th | Middle School, Fbo | Museum, Log Cabin, School/Church, HHH, Walking Tour, AFH, Cathedral | 153 | 5 | 10 | 10 | 6 | 60 |
| 5/29/2018 | 3rd | STEM, Fbo | Farming Hand-On | 44 | 2 | 4 | 4 | 2 | 8 |
| 5/30/2018 | 2nd | Roosevelt, Fbo | Museum, Log Cabin, School/Church, HHH | 91 | 4 | 8 | 4 | 3 | 12 |
| | | | | 1010 | 42 | 65 | 57 | 46.7 | 234.65 |

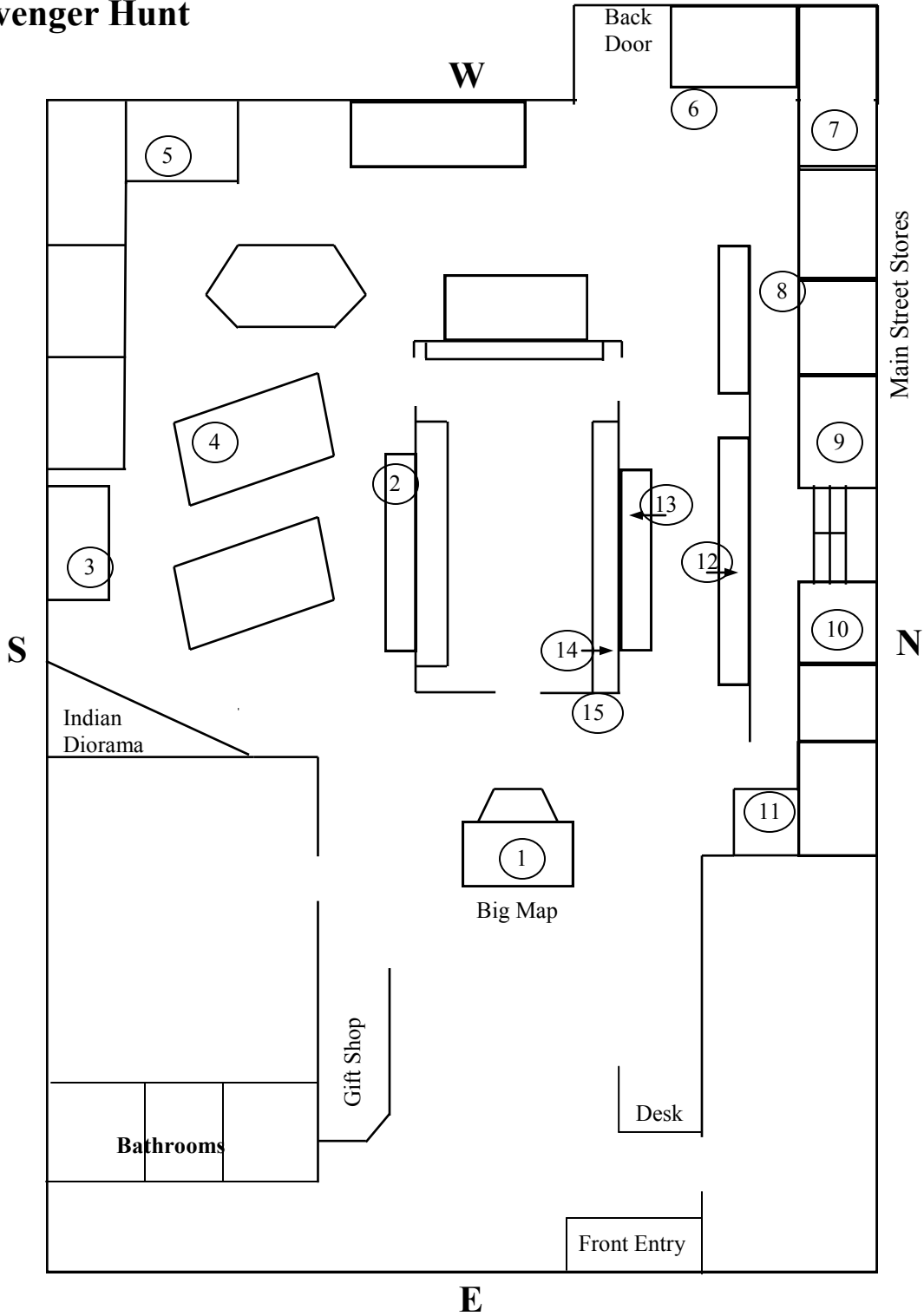
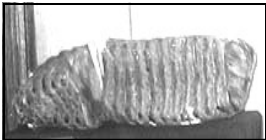
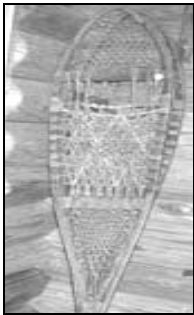
** = Log Cabin activities for these groups included hands-on stations: 10 stations for the STEM school and 4 each with the other groups.

* = Faribault House, Log Cabin, School/Church, Harvest & Heritgae Halls all give tours to half of a class. This number reflects the number of groups/tours given for each of those buildings.

APPENDIX O

2nd Grade Museum Scavenger Hunt for RCHS

Rice County Historical Society Scavenger Hunt



APPENDIX P

GCHS's Teacher Advisory Panel's Wish List for Online Resources

A Digital Bridge from the Museum to the Classroom:
Questions for Designing a Web-accessible Platform

1. What are the ways that students engage with digital content in your classrooms?

Cannon Falls 1:1 tablet, student ratio

Sunnyside has 4 iPad and a smart board

St. John's uses chrome books

2. What are the motivations for student use of digital content?

Cannon Falls just got iPad, wants something to tie into their lessons and to keep students' attention

Need safe sites

Directed/setup & models

Videos (2 – 3 minutes)

3. How would teachers like to use digital content?

Virtual field trips

Easy to answer questions students may have about the content

Kids like to do research in digital spaces

4. Experience/Visualize CHANGE OVER TIME

Any visual tools

- a. Do you have time to use new digital content?

Teachers do have time

Would like to see a whole file with additional, curated resources

- b. Do you have support/pressure from administration to use technology in the classroom?

SUPPORT

5. What are the interface requirements needed to enable and enhance student engagement with digital resources?

Resources need to be online, not downloads

Links and push buttons are useful

See National Park Service for example

6. What IT requirements does GCHS/RCHS need to meet to ensure successful use of digital resources in your classrooms?
7. Do you students use tablets in your classrooms? If so, what is the ratio of tablets to students?
8. Rank the priority of what you would like the platform to include (see attached page)
9. What other content might you be interested in that we've not mentioned above?

School: _____

Grade Level(s): _____

Rank the priority of what you would like the platform to include

One is top priority

Photographs of artifacts with what we know about the object's story

Historic photographs of people organized by geographic region

Historic photographs of buildings organized by geographic region

Maps

Links to vetted resources

Lesson plans

Video of guided tour in History Center

Video of how artifacts in the collection worked

Recommended non-fiction books

Recommended historical fiction books

Pre-visit packet of information such as images, glossary of terms, topics that will be touched on during the tour

Post-visit follow-up content to encourage discussion with students in the classroom following the visit

Contact information for field trips offered by GCHS and community partners

Preferences for Designing a Web-accessible Platform

| <u>Rank</u> | <u>What</u> | <u>Average Ranking</u> |
|-------------|--|------------------------|
| 1 | Video of how artifacts in the collection worked | 2.5 |
| 2 | Photographs of artifacts with what GCHS knows about the object's story | 2.75 |
| 3 | Recommended historical fiction books | 3.75 |
| 4 | Links to vetted resources | 5 |
| 5 | Historic photographs of buildings organized by geographic region | 5.75 |
| 6 | Historic photographs of people organized by geographic region | 6 |
| 7 | Lesson Plans | 6 |
| 8 | Maps | 6.25 |
| 9 | Pre-visit packet of informaton such as images, glossary of terms, topics that will be touch on during a field to to GCHS | 7.25 |
| 10 | Recommended non-fiction books | 7.5 |
| 11 | Post-visit follow-up content to enocourage discussion with students in the classroom following the visit | 10.25 |
| 12 | Video of guided tour in History Center | 11 |
| 13 | Contact information for field trips offered by GCHS and community partners | 12 |

APPENDIX Q

Questions for School IT Departments

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
 - Lessons
 - Pre-field trip materials
 - Post-field trip materials
 - Vetted resources
 - Photos that support the Deliverable
- Local maps
- Artifacts – 3D photos with artifact story

Portal Compatibility:

- Does the content need to be online only or can it be downloadable?
- Does the content need to work with Chromebook, iPad, Smart Board?
 - What technical considerations/limitations/other issues should we be aware of with each platform as we develop these tools for teachers?
 - How are teachers interfacing with the smart boards? (Special tablet? Laptop? Other?)

School IT:

- What tools does the IT department at your school manage?
- How often are tablets cleared?
- Do you manage copy right? What do you need from historical societies to help you manage copy right?
- Is there anything in the future plans for District IT we should be aware of that will affect this project. For example: Does the school plan to provide more tablets for students?

How can we do...

- What can we do from the beginning to make sure this portal/platform is sustainable?
- Is there a way for teachers to make specific items available for students (ie: teachers controlling content on student's tablets)?
- How can we create a "push button" for tablets so that kids can easily access the platform/portal?
- What tools does the school currently provide for teachers to use in the classroom?
- What should we think about as we review different methods to create a portal/platform?
- Can you recommend any specific methods to create this portal/platform?
- Technology that will not be outdated within a few years?
 - Easy for teachers to use and for our organizations/schools to maintain?
- Are you aware of any free sites/apps that we can take advantage of for this project?
- Can you help us as we develop this platform/portal?
 - Inexpensive for our organizations and schools to use?
 - Will not require too many updates