What has influenced Minnesota’s culture, today?

**Grade Level:** 6th Grade

**Estimated time required:** 5 days, 40 minute class periods

**Overview of unit:**

Learning about culture is a very important aspect of Social Studies. Children need to learn about the different people, beliefs, traditions and more to come to an understanding and appreciation of their diverse world. Culture begins right at home, with family traditions. In this unit, Minnesota culture, the movement of culture, and the students’ culture will be focused on.

**National Standards to be met during unit:**

Standard One: Culture

- Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture.

**Overall goals:**

- The Student can explain and give examples of factors that have contributed and shaped the development of Minnesota’s culture.

- The student can present evidence of their knowledge of the influences on Minnesota from immigration.

**Specific objectives** (use action verbs):

- Students will brainstorm what culture is and what makes it up
- Students will begin a Culture Tree
- Student will create their own Culture Tree
- Students will use various sources to fill in their Culture Tree accurately
- Students will brainstorm on the topic of who are these people that have shaped our culture?
- Students will use participate in discussion
- Conduct more research using various sources (in library)
- Work well with group-mates
- Listen and respect peers’ presentation
- Learn more about other groups of immigrants
Inquiry/focus questions (sub questions):

- What is culture?
- Where have all of these things come from?
- Who are these people that have shaped our culture?
- How did immigrants affect our culture?
- Is culture still being influenced today?

List of resources: (books, internet sites)

Books:

- *All the People.* (Hakim, Joy)
- *The History of Immigration of Asian Americans.* (Franklin, N.)
- *German Immigration to the Minnesota River Valley Frontier.* (Stenzel, Bryce)
- *The Norwegian Government and the Early Norwegian Emigration.* (Blegen, Theodore)
- *A Preliminary Bibliography on Immigration and Ethnic Groups in Minnesota.* (Rapp, Micheal)

Internet:

http://www.mnus.edu/emuseum/history/MN_migration.html

http://www.minneapolisfoundation.org/immigration/home.htm

Student assessment plan: include all assessments that you will use to assure that students are meeting objectives *include culminating activity.

Culture Tree
Immigrant Research Guide
Extra notes taken during research
Final Presentation
Assessment worksheet: “What has influenced our culture today?”
Participation in discussion and brainstorm throughout unit
Grade Level: Sixth grade

Standard: One: Culture

Time: 40 minutes

Objectives for lesson:

- Students will brainstorm what culture is and what makes it up
- Students will begin a Culture Tree

Materials:

- Boxes (one per table) with various objects in it (chopsticks, sticks, book written in foreign languages, old pictures, rocks, recipe cards, old hat, knit mittens, etc)
- Black/white board with chalk/markers

Procedure:

I. Intro: “What is Culture?” We live in it everyday, but do we ever really pay attention to the ways of our culture? And do we ever ask “Why do we have this tradition?” Culture doesn’t just happen. It develops over time. I will begin class by asking these questions and engaging my students in this discussion. (10 minutes)

II. Then I will pass out shoe boxes to each table (one per table) that has different objects and pictures inside. I will ask that as a table, my students discuss whether an object could be considered a part of our culture and why. (15 minutes)

III. We will come back as a class and each table will have a designated reporter who will share what they found. After going over the many objects, I will give them a small assignment for the following day: Go home and find 5-10 objects around your house that represents your culture. Bring a list of these objects in tomorrow. (15 minutes)

On-going Assessment throughout lesson:

Can the students come up with reasons an object can represent our culture?
Do they participate in small group and large group discussion?
Are they grasping the idea of what culture is?
The Roots of our Minnesotan Culture: Day Two

Grade Level: Sixth grade

Standard: One: Culture

Time: 40 minutes

Objectives for lesson:

- Student will create their own Culture Tree
- Students will use various sources to fill in their Culture Tree accurately

Materials:

- Paper
- Pencil
- Markers, colored pencils, etc
- Library books
- Internet access

Procedure:

“Where has all of these things come from?”

I. First, I will give my students a few minutes just to share with their small groups the objects they found at home. (5 minutes)

II. Next, I will ask the groups to pick one person that has found a unique object at home to share it with the class. Then I will share the list that I brought from home with my students. On the bottom of the board, I will list these items cross-ways. This is the beginning of the creation of a culture tree. After the names of the items are on the board, I will ask students “Where does this come from?” For an example, if it is something like a sauna, they may say construction workers or Menards. I will write that above the word sauna, attach them with a line, and ask for more on a Sauna. Yes, it may come from Menards these days- but whose idea was it? It makes its way back to Norwegian traditions and lifestyles. So above Menards I would write Norway. (10 minutes)

III. After we go through part of my example, I will ask students to begin their own Culture Tree by using the lists they brought from home. This activity takes some thinking, and I will allow them plenty of time to get their rough drafts out on paper. I will take the class down to the library so they have resources to use to find out where things came from. (25 minutes)
On-going Assessment throughout lesson:

Do the students understand that all the objects in the box aren’t just “American”? Can the students explain where the objects may be from? Do the students grasp the idea of objects being brought over seas?

<table>
<thead>
<tr>
<th>Culture Tree Rubric</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>Not very organized; hard to read; use of space needs to be considered</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
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<tr>
<td>Messy, Not colored</td>
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<tr>
<td><strong>Ideas</strong></td>
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<tr>
<td>Objects not started at bottom of page; Few roots-to-object facts correct</td>
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The Roots of our Minnesotan Culture: Day Three

Grade Level: Sixth grade

Standard: One: Culture

Time: 40 minutes

Objectives for lesson:

• Students will brainstorm on the topic of who are these people that have shaped our culture?

• Students will use participate in discussion

Materials:

☐ Board (white or black) w/ chalk or markers

Procedure:

“Who are these people that have shaped our culture?”

I. I will begin class by having each table brainstorm on who are the people that have shaped our culture? We will then come together as a class, and each table will name one of their ideas. Then we will go around again and see how many times we can go around the room, while still getting new ideas/answers. (5-10 minutes)

II. I expect a list that includes words and names like settlers, immigrants, international, and more specific like Swedes, Norwegians, Polish, and so on. As we go around the class, I will write the new ideas on the board. (5 minutes)

III. After this activity, I will split the class into groups of 2 or 3. Their task will be to take one of the above and research on it. There will be a guiding worksheet that they can use. I will allow the rest of the class period for the groups to conduct their research. I will bring the class to the library again so they have access to books and the internet. (25-30 minutes)

On-going Assessment throughout lesson:

Are the students participating in the small group/large group discussions?
NAME: _______________

Immigrant Research Guide

1) Who are you researching?

________________________________________________________________________

________________________________________________________________________

2) Where are they from?

________________________________________________________________________

________________________________________________________________________

3) How did they get to Minnesota?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4) When did they arrive?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5) Why did they come to Minnesota?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6) What types of traditions/things did they bring with them?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7) What is an interesting fact about this group of people that others may not know?
8) In what ways have they influenced our culture? (traditions, clothing, lifestyles, farming, foods, etc)
The Roots of our Minnesotan Culture: Day Four

Grade Level: Sixth grade

Standard: One: Culture

Time: 40 minutes

Objectives for lesson:
- Conduct more research using various sources (in library)
- Work well with group-mates

Materials:
- Library books
- Computers w/ internet access

Procedure:

“How did they affect our culture?”

I. My students will continue to work in their small groups on the group of immigrants as the day before. We will visit the library for the class period to give the students more chances to research their group of immigrants. (40 minutes)

On-going Assessment throughout lesson:
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The Roots of our Minnesotan Culture: Day Five

**Grade Level:** Sixth grade

**Standard:** One: Culture

**Time:** 40 minutes

**Objectives for lesson:**
- Listen and respect peers’ presentation
- Learn more about other groups of immigrants

**Materials:**
- Final Assessment w.s.: “What has influenced our culture today?”

**Procedure:**

I. Today is presentation day. Each group will have roughly 5-10 minutes to share their presentation. If we are unable to finish all of the presentations up (I don’t want to rush through them!), we will finish the rest on the following day.

II. To wrap the lesson up, we will have one final discussion as a class: “Is culture still being influenced today?” We will split into groups again and then come back to share with the class ideas that were brought up in group discussion. I will offer students who want to look into this and make a small presentation about this topic extra credit. They will be allowed to work in a group of two. From here, I will hand one more worksheet that’s intention is to assess what the students learned.

**On-going Assessment throughout lesson:**

<table>
<thead>
<tr>
<th>Rubric for Presentation</th>
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<tr>
<td></td>
</tr>
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<td>Visuals</td>
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<tr>
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<td>No eye contact made</td>
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</table>
What has influenced our culture today?

Please write a short essay answering this question using any ideas that were taught through the lessons or that you came up with over this unit. Please write thoughtfully.