Field Interpretive Techniques I – Exploring Cultural History of the Region
Western Duluth, Jay Cooke State Park, & the St. Louis River

Themes: The historic movement of people and the environmental changes that have occurred in the area.

Each group has 30 minutes to present their information. Lessons will be taught in the order listed, since that is the progression through history of these topics. Please collaborate with the teams that have similar topics so that one lesson will flow to the next.

Remember that a good lesson is hands-on, interactive, and fun. Avoid lecture as much as possible.

Draft Lesson Plans are due November 10.

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<th>Topic:</th>
<th>Where to teach (options)</th>
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<td>Ojibwe Migration to the Lake Superior Watershed (and St. Louis River area)</td>
<td>- from Skyline Drive/Spirit Mountain area or somewhere along the river</td>
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<tr>
<td>The Lifestyle of Traditional Ojibwe People: Fall/Winter</td>
<td>- Mission Creek or Chambers Grove Park</td>
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<td>The Voyageur’s Rendezvous</td>
<td>- old Fur Post in Fond du Lac or Chambers Grove Park</td>
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<td>The Traveling Voyageur</td>
<td>- Grand Portage of the St. Louis River</td>
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<td>Big Pine Logging and the changes to the forest</td>
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<td>Hydro-electric History</td>
<td>- Thomson Dam and the Power Generation Station</td>
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<td>Civilian Conservation Corp</td>
<td>- Jay Cooke Park: River Inn area</td>
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Goals and Objectives of Each Teaching Topic:

**Ojibwe Migration to the Lake Superior Watershed**

**Goal:** Students will see the movement of Ojibwe people into the Lake Superior region as a part of a migration. Using the Ojibwe as an example, the concept of migration as a universal theme in human history will be explored.

**Objectives:**
- Using a map, students will be able to trace the route of Ojibwe migration from present day New Brunswick to present day Minnesota via the Great Lakes waterway.
- Students will identify at least 2 specific stops of the Ojibwe migration as recorded in the Mishomis Book.
- Students will identify “the food that grows on water” (wild rice) and state the role of that foodstuff in the Ojibwe migration history.

**The Lifestyle of Traditional Ojibwe People: Fall/Winter**

**Goal:** Traditions and patterns of historic Lake Superior Ojibwe life were intricately connected to the change of seasons—a phenological lifestyle. Students will gain an understanding of the seasonal changes in traditional Ojibwe life.

**Objectives:**
- Students will be able to identify the following month names based on their significance in Ojibwe lifestyle:
  - August—ricing moon
  - April—maple sugar moon
Students will be able to describe at least three steps in the harvest and processing of wild rice.

The Voyageur Rendezvous

**Goal:** Students will understand who the voyageur is and the activities of the voyageur at a typical rendezvous.

**Objectives:**
- Students will be able to profile the classic historical voyageur type by the following characteristics:
  - Short (~5 ft tall)
  - Strong—able to carry two 90 lb. pallets on portages
  - Often smoked tobacco from clay pipes
  - Singing was used to pass the long days of travel
  - Lived alongside, and often integrated with, native peoples
- Students will be able to discuss the purpose of a rendezvous and where it occurred based on fur trade routes.
- Students will describe various activities and events that occurred at a rendezvous:
  - business activities
  - games
  - relation with natives

The Traveling Voyageur

**Goal:** Explore the life and history of voyageurs as they traveled and wintered in the interior regions of Minnesota.

**Objectives:**
- Students will be able to describe (geographically) where voyageurs were traveling.
- Students will observe the challenges faced by voyageurs on rivers and portages.
- Students will describe what voyageurs transported (both into and out of the interior) and how they transported it.
- Students will be able to define a pause, a pipe, a bale, trade goods, sash.

Big Pine Logging

**Goal:** 19th Century logging was focused primarily on the harvest of white pine logs for lumber in the construction of buildings. The forest changed tremendously after this harvest in many ways. This lesson will explore the changes that occurred and how the harvesting actually was done.

**Objectives**
- Students will describe the forests of the region before and after the “big tree” harvesting. Including the major tree types and the wildlife of the area.
- Students will explain how trees were harvested and transported to local or distant mills.
- Students will discuss the impact on the economy and the forest, from this logging.

Hydro-electric History

**Goal:** The generation of power from the movement of water is a key element to the history around Jay Cooke State Park. As a result of the elaborate plan for a hydro-electric system, the land and waterways have been changed forever.

**Objectives**
- Students will describe the elaborate changes that have been made to accommodate a steady flow of water for the generation of electricity.
- Students will explain the history of the area around Thomson Dam – when was it built and why?
- Students will describe how electricity is generated by the movement of water.
- Students will explain the changes to the waterways and how that has impacted the area, both positively and negatively.

Civilian Conservation Corps

**Goal:** The CCC was a program to put young men to work at a time in U.S. history where work was unavailable in the private sector. Much of Jay Cooke Park was developed by the CCC. This lesson will look at who these men were and what they did for the park and for natural areas around Minnesota.

**Objectives**
- Students will describe why the CCC was created and who it served.
- Students will explain the role of the CCC in the development of Jay Cooke Park and other public lands in Minnesota.
• Students will look at examples of work completed by the CCC and explain why they are enduring structures.

**SCHEDULE FOR THE DAY:**

• Depart at 7:30am from the Bus parking area at the North end of SpHC
• 8:00am Ojibwe Migration to the Lake Superior Watershed
• 9:00am The Lifestyle of Traditional Ojibwe People: Fall/Winter
• 10:00am The Voyageur's Rendezvous
• 11:00am The Traveling Voyageur
• Noon – 12:30 Lunch at Oldenburg Point
• 12:30 Big Pine Logging and the changes to the forest
• 1:30 Hydro-electric History
• 2:30 Civilian Conservation Corp
• 3:30 Activity
• 4:00 Wrap-up, head home