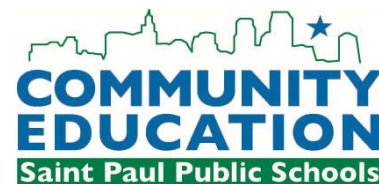


# TWIN CITIES HISTORY MYSTERIES

DESIGNED FOR GRADE LEVELS 3 TO 5

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Project coordinated by  
Saint Paul Public Schools Community Education  
in collaboration with St. Paul Sprockets Network

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# COURSE NAME: TWINS CITIES HISTORY MYSTERIES

## COURSE DESCRIPTION:

Youth will explore St. Paul and Minneapolis in a whole new light by comparing the twin cities when settlers lived on the lands to the twin cities in the present day. We will invent, build, create, write, research, explore, and become architects. We will even add a little bit of adventure to our program by learning about some of St. Paul and Minneapolis's spookiest places. Learning about the history of St. Paul and Minneapolis has never been so fun!

## ADDITIONAL PROGRAM RESOURCES:

<http://www.mnhs.org/collections/manuscripts/business.htm>  
[http://en.wikipedia.org/wiki/List\\_of\\_people\\_from\\_Minnesota](http://en.wikipedia.org/wiki/List_of_people_from_Minnesota)  
[http://en.wikipedia.org/wiki/List\\_of\\_people\\_from\\_Minnesota](http://en.wikipedia.org/wiki/List_of_people_from_Minnesota)  
<http://www.50states.com/bio/minn.htm#UZw-W46hBSU>  
<http://www.famousbirthdays.com/birthplace/minnesota.html>  
<http://www.biography.com/people/groups/born-in-minnesota/all>  
[http://blogs.citypages.com/blotter/2010/10/minnesotas\\_most.php](http://blogs.citypages.com/blotter/2010/10/minnesotas_most.php)  
<http://www.wabashstreetcaves.com/>  
<http://projects.wchsmn.org/communities/grey-cloud-island-township/>  
<http://collections.mnhs.org/maps/>  
<http://content.mnhs.org/maps/>  
[http://www.historicmapworks.com/Browse/United\\_States/Minnesota/](http://www.historicmapworks.com/Browse/United_States/Minnesota/)

## MN STATE STANDARDS ADDRESSED:

- 4.3.2.4.1- Name and locate states and territories, major cities and state capitals in the United States.
- 4.4.1.2.1- Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time.
- 5.2.1.1.1- Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice.
- 5.2.4.6.1- Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).
- 5.3.1.1.1- "Create and use various kinds of maps"

# PROGRAM QUALITY – YOUTH PROGRAM QUALITY ASSESSMENT (YPQA)

St. Paul Public Schools Community Education identifies quality programming as: safe, supportive, interactive and engaging. Simple, specific examples of program-design related goals are below.

## Safe Environment (Physical and Psychological)

- Be on time
- Choose healthy foods
- Choose appropriate activities for your space
- Choose age-appropriate & inclusive resources (music, images, etc.)
- Maintain school-day norms (no running, respectful of space)
- Manage classroom behavior for the safety of all
- Follow safety procedures and be prepared for emergencies

## Supportive Environment

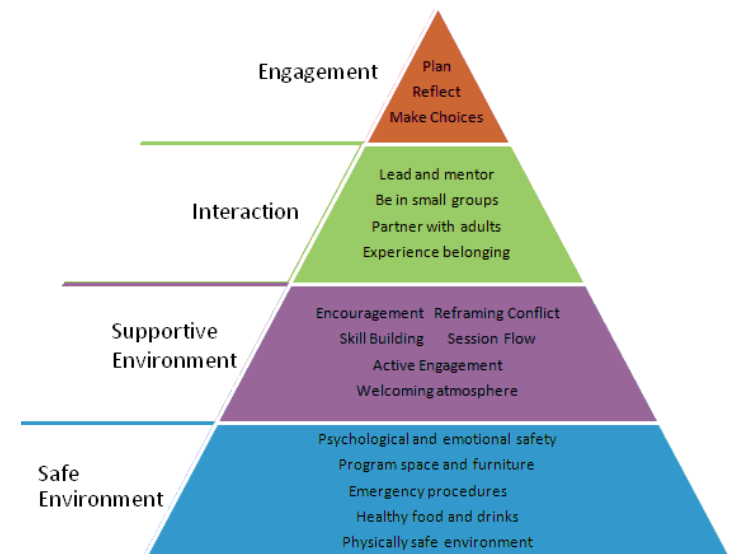
- Be inclusive of different learning styles, cultures, abilities and family structures. Utilize diverse images, games, music, etc.
- Choose encouraging words and develop an encouraging learning environment
- Maintain a professional appearance and wear staff identification
- Use group work, partnering, and aid in building relationships

## Interaction

- Youth partner with each other and adults
- Regardless of age - have high expectations for all participants
- Encourage youth choice and self-directed learning opportunities
- Develop a learning environment where youth experience belonging
- Be prepared so you have time for youth choice and adult/youth interaction

## Engagement

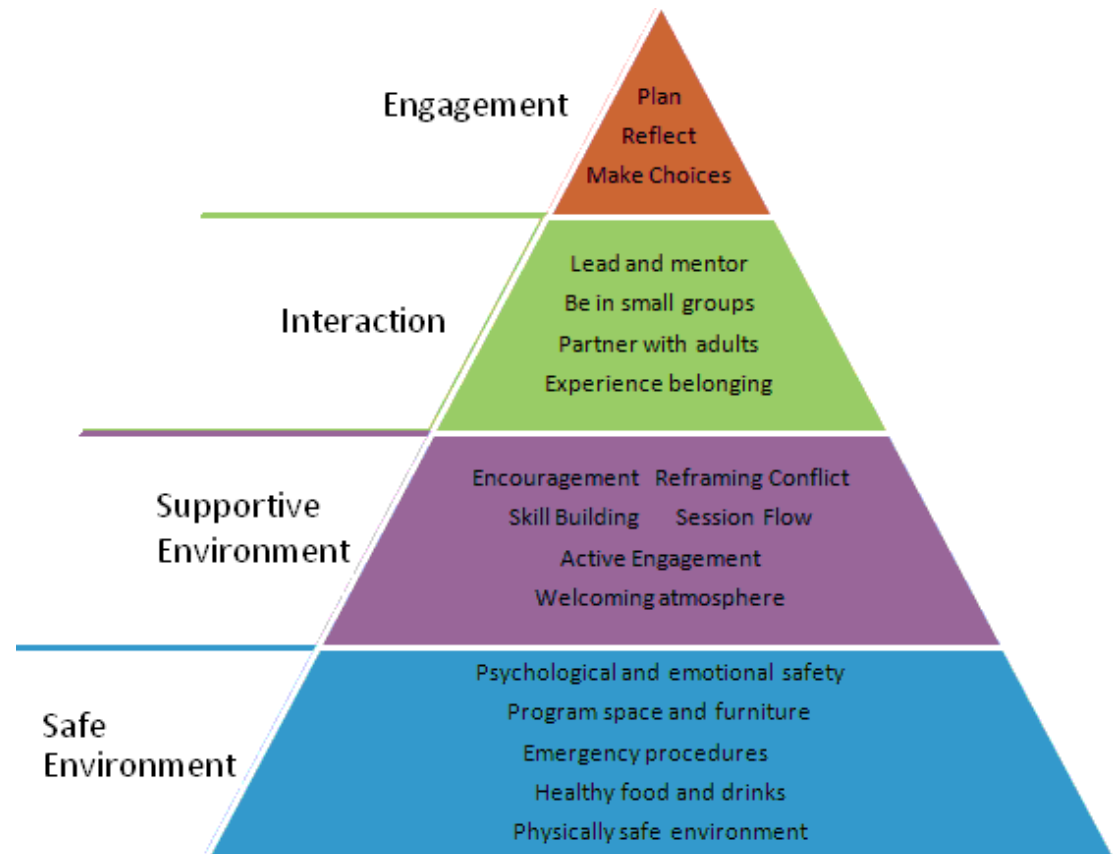
- Activities are hands-on and encourage multiple types of learning
- Include and facilitate youth choice
- Activities are challenging
- Reflection – all classes end with a reflection question and discussion time



# PROGRAM QUALITY – INTENTIONAL INCLUSIVITY

Instructors are expected to intentionally create inclusive environments. Examples include:

- Use images/books/music, etc that is diverse across age, gender, ability, race, culture, nationality, sexual orientation, etc.  
Example: if you are leading a session on the Winter Olympics include athletes/sports from the Paralympics and Special Olympics, athletes from multiple countries, etc.
- Religious holidays are not neutral and should only be used as a relevant instructional tool.  
Example: Learning about Dia de los Muertos as a cultural celebration in Spanish class is a relevant instructional tool. Making Christmas ornaments in an art class or doing an Easter egg hunt in dance class are not relevant instruction.
- Use inclusive language when talking about families.  
Example: Say “bring this home and show it to someone you love” or “share this with your family” rather than saying, “bring this home to your mom and dad.”  
Do not make assumptions about family structure.
- Create learning opportunities that draw on multiple learning styles.
- Create flexible plans to find time to draw on the unique passions and abilities of your group of youth.



# CURRICULUM QUALITY – WHAT IS GANAG?

GANAG refers to a teaching schema where “a instructor using the ‘Teaching Schema for Master Learners’ designs lesson deliberately so as to prepare participants for learning, help them connect new information prior to learning, and cement those ideas or skills. When the schema is used regularly for planning, it becomes automatic to think about teaching to the master learner” (Pollock 64).

Concepts and ideas presented in the following table are extracted from Jane Pollock’s text, *Improving Participant Learning One Instructor at a Time*.

<p><b>G</b> Set the Goal/Benchmark/Objective</p>	<p>Instructor (and/or youth) identifies goals/benchmarks for a lesson along with specific daily content objectives. At the end of the day’s session, the instructor and participants can evaluate if they have accomplished their goals and whether to move on or perhaps re-visit concepts if needed.</p>
<p><b>A</b> Access Prior Knowledge</p>	<p>The goal is to provide stimulus that relates in some way to the session content. The instructor plans an activity, question or demonstration to spur connections to previous learning, life experience or knowledge of subject matter.</p>
<p><b>N</b> Acquire New Information</p>	<p>Present new information to youth through a variety of activities – ideally connecting to their senses (i.e. hearing a presentation or a lecture, seeing a video, hands-on cooking, etc.). Additionally, sessions include a combination of declarative and procedural content. Declarative = facts &amp; information. Procedural = skills &amp; processes.</p>
<p><b>A</b> Apply Knowledge</p>	<p>Knowledge gains meaning if you can apply it again in a reliable and accurate way. Youth need hands-on opportunities to explore, test, challenge, and apply content.</p>
<p><b>G</b> Generalize or Summarize</p>	<p>A reflective exit activity that demonstrates youth understanding is essential in providing teaching for mastery learning. Reflection allows youth the time to synthesize their experience/learning within the context of the group. Additionally, this element provides instructors with insight on participant learning and guidance on pacing future sessions.</p>

## SESSION LAYOUT – SCOPE AND SEQUENCE

Can you see the changes?	Session 1: Maps in history	Session 2: Creating a map, past and present	Session 3: Finishing the map and building the city	Session 4: Building the city and comparing the maps
How did we make a living?	Session 5: Let's talk business! Minnesota Business	Session 6: Research MN businesses	Session 7: Create a newspaper	Session 8: Share a newspaper
Who do you know?	Session 9: Lights, Camera, Action the 101 of Famous people in Minnesota	Session 10: Research on your famous person and begin inspiration project	Session 11: 30 year plan	Session 12: 30 year banquet
Is it enough to spook your socks off?	Session 13: Spooky places Create a play	Session 14: Finish the Spooky play and act the plays out for the audience	Session 15: Wabasha caves Claymation story	Session 16: Film and share Claymation stories
Mysteries and sports galore!	Session 17: Spooky story creation	Session 18: Field Trip	Supplementary Session 1: Sports timeline	Supplementary Session 2: New sports team design

# GLOSSARY OF ICE BREAKERS/WARM UPS

## 1. TELEPHONE

Youth sit in a circle. Choose one participant to start a message and whisper the message all the way around the circle. When it gets to the last person, say the message out loud and see if the message is the same.

## 2. DETECTIVE

Choose one detective and one suspect. The suspect stands in the middle of the circle. The detective looks at the suspect as they spin around a couple of times. When the detective has finished observing the suspect, the detective goes to hide their eyes. The youth instructor picks three participants from the circle to “change” something on the suspect. Example- un-tie the shoe, switch a bracelet to the other arm, or switch shoes. The detective comes back and tries to guess what was changed.

## 3. FROGGER

Participants sit in a circle and everyone becomes “flies” The youth instructor picks one detective. This person goes into the hallway and hides his/her eyes. The youth instructor picks one Frogger, this person is a secret to the detective, but everyone else can know. The Frogger sticks out their tongue (like a frog eating a fly) and eats up the flies. After you pick the frogger, have the detective come back into the room and step into the middle of the circle. The detective gets three guesses to try to guess the frogger before the frogger eats all the flies. The goal is for the Frogger to eat all of the flies before the detective guesses who it is. It is important to remind the participants to not stick out their tongues unless they are the Frogger. The detective will come back from the hallway, step into the middle, and take three guesses.

## 4. SNEAK ATTACK

Make a circle and have all of the participants link their hands behind their backs. One participant stands in the middle. They have two choices they can either fake throw it, or really throw it underhand to another participant.

- a. If the participant in the middle really throws it and:
  - i. The participant catches it: they are still in
  - ii. Drops it: the participant is out and sits down
- b. If the participant fakes them out
  - i. If the unlike their arms: they are out
  - ii. If the keep their arms linked: they are still in
- c. The goal is to not be tricked!



## **5. NIGHT AT THE MUSEUM**

One participant is the museum director and in charge of the lights. When the lights are off, the participants can move around. When the lights are on, if the museum director sees the participant move they are out. The museum director controls the lights. When the museum director calls a youth out for moving, the youth sits out on the side. The game is over when there is only 1 participant still in the game, that person becomes the new museum director if there is time for another game.

## **6. ALIBI**

One youth creates a crime. ( It can be any crime pick a time, event and location of the crime) The youth instructor picks a detective they go hide their eyes. The youth instructor picks a criminal, it can be anyone in the circle. Explain to the children , each youth participant creates an alibi. For example- “I was at the mall” or “I was sleeping at a sleep over party.” The alibis can be silly such as “I was committing the crime.” When you are helping each youth choose an alibi, explain to the criminal and whole group that the detective will ask “where were you when\_\_\_\_\_ happen” Each youth will give the detective their alibi. After going around the circle once, the detective goes around again asking the same question. Each youth give the EXACT same alibi, except the criminal. The criminal is allowed to change their alibi, but is encouraged to only change one or two words. For example “I was playing basketball in the gym” changed to “I was playing basketball in the park.” After each youth has an idea of their alibi and the criminal has been chosen, you can ask the detective to come back into the room. The youth instructor repeats the crime. The detective goes around asking where they were\_\_\_\_\_ The detective goes around twice. Everyone says the same alibi except the criminal they change there story just a little bit. The detective tries to figure out the criminal, based on who changed their alibi.

## **7. GHOSTS AND GOBLINS**

It is games of freeze tag, with a better name. Pick 2-3 youth to be ghosts, the rest of the youth are goblins. The ghosts are trying to tag the goblins. If a goblin gets tagged they have to freeze right were they are. The only way a goblin can get back in is if another goblin comes and tags their hand. The game will never end, so end it when you run out of time. Every couple minutes, freeze all of the youth and choose new ghosts so more youth get a chance to be the tagger.

## **8. SNAKE TAG**

Participants get into groups of three and link arms together. When the groups are together, spread them out around the gym. Two people are it. One person is the tagger and one is the runner. The person running will try to run to another link and link on before they get tagged. If they are able to link on, the person on the other end of the link now becomes the runner. The tagger may not stand right next the person who is un-linking. They need to be at least two arms length away.

## **9. MOVE YOUR FEET**

Have the youth put all of their chairs into a giant circle. The youth instructor will stand in the middle. Explain the game. The person in the middle shares their name and something they like. For example, “ My name is Mackenzie and I like the color yellow”. Once they share, everyone who likes the same thing has to find a new spot in the circle. They get up from their chair and run to find a new spot. Their new spot has to be at least two people away from where they already are. The last person to find a spot is in the middle and has to share something about their self. If the participant does not like the same thing, they can stay in their chair and wait for the next thing to be shared. Encourage the youth to be honest and move if they like something also talk about safety while running around so they are careful not to bump into each other.

## **10. SILENT BALL**

You need a soft ball. Stand in a circle. Youth have a ball and toss it around the room from player to player. All players only have 3 seconds after they receive the ball to throw it to a new person. If you don't catch the ball, talk, pass it to the person directly next to you or you drop the ball, you are out. The game ends when everyone except one person is out. \*\*If the game is lasting too long, add challenges like hop on one foot or you may only catch with one hand.

<b>SESSION 1</b>	<b>GOAL: PARTICIPANTS WILL CREATE EXPECTATIONS, REVIEW HISTORICAL MAPS, AND CREATE A MAP OF ST. PAUL/ MINNEAPOLIS IN 2013</b>	<b>MATERIALS NEEDED</b>
<b>ICE BREAKER/ WARM UP 15 MINUTES</b>	<p><b>ACCESS PRIOR KNOWLEDGE:</b>            Play Move Your Feet (see ice breaker section)            Make community expectations (see lesson plan in addendum).            Choose a way that you will always use to get the group’s attention. Examples:</p> <ul style="list-style-type: none"> <li>• Show five- You say show me five, all the participants turn and raise their hands, look at you, and stop talking. (Most St. Paul youth know this)</li> <li>• “1, 2, 3, eyes on me” the participants respond “1, 2 eyes on you”</li> </ul>	<ul style="list-style-type: none"> <li>• Room large enough to play a circle game</li> <li>• Poster board (white)</li> <li>• Poster marker</li> <li>• Tape</li> </ul>
<b>INTRODUCTION 25 MINUTES</b>	<p><b>NEW INFORMATION:</b>            Break youth into groups of four. Have them introduce themselves to their group and share their favorite color or animal with each other. Introduce the class to what we will be doing over the next five weeks.</p> <ul style="list-style-type: none"> <li>• Learning about the history of St. Paul and Minneapolis.</li> <li>• Researching famous people, buildings, spooky stories, businesses and historical stories.</li> <li>• Ask the participants what they want to learn about, make a list on the board as they tell you.</li> <li>• Throughout the week, see if you can add some lessons, ideas, or games the youth suggest. It is always okay to adapt the curriculum to incorporate their ideas..</li> </ul> <p>Pass out the historic map hand outs. Allow groups time to talk about the maps. Give them some starter questions: What do you see in the maps? What is the same/different between them? What is similar/different between these maps and what our maps would look like today?</p>	<ul style="list-style-type: none"> <li>• White board</li> <li>• Historic map hand outs (see addendum)</li> <li>• White board Marker</li> </ul>
<b>BREAKING OUT THE MAPS 25 MINUTES</b>	<p><b>APPLICATION:</b>            After about 5 minutes, bring everyone back together to discuss:“How are these maps different then a map in 2013?” Encourage discussion about a map of St. Paul/Minneapolis today: What would this map look like? What would be on the map? What would be different/the same? Do you think you could draw the map? Give each participant a piece of white paper. Ask them to draw a map of what St. Paul or Minneapolis looks like in 2013. Encourage the participants to work together. When participants finish their maps, collect them and keep them in a safe place. Clean up.</p>	<ul style="list-style-type: none"> <li>• Pencil 1 for each participant</li> <li>• 1 piece of white paper for each participant</li> <li>• Crayons, colored pencils, or markers</li> <li>• Tape</li> </ul>
<b>REFLECTION 5 MINUTES</b>	<p><b>GENERALIZATION:</b>            With a friend, share an interesting thing you saw a map.            What are you most excited to learn about in this program?</p>	
<p>Suggestions for making today’s activities more challenging:            Take away all of the years on the maps and have the participants guess what year the map was made. Have the youth label all of their buildings on their maps.</p>		
<p>Suggestions for making today’s activities less challenging:            Help participants make observations about the maps. Give the participants some historic buildings to add to their map like the cathedral, basilica, capital, etc.</p>		

SESSION 2	GOAL: YOUTH WILL COMPARE AND CONTRAST MAPS FROM VARIOUS TIME PERIODS. YOUTH WILL CREATE AN ORIGINAL MAP FROM A CHOSEN TIME PERIOD.	MATERIALS NEEDED
ICE BREAKER 5 MINUTES	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Snake Tag (See ice breaker section)	<ul style="list-style-type: none"> <li>Gym or open space</li> </ul>
COMPARING MAPS 15 MINUTES	<b>NEW INFORMATION</b> Before class starts, hang up the 2013 maps the youth made yesterday. Review with the group what we learned and discussed about Minnesota and St. Paul geography yesterday. <ul style="list-style-type: none"> <li>How did the land look different/similar?</li> <li>Where are the buildings, do the buildings look the same?</li> <li>What did the youth share their opinions about? Etc.</li> </ul> Draw the classes' attention to the maps they drew yesterday of Minneapolis/St. Paul in 2013. Ask: How close do you think your maps are to the real 2013 map? Allow the participants to share their thoughts then hand out map copies. Compare and contrast the real map with the youth-drawn maps. Hang four poster boards or big sheets of paper on the board: labeled "Original Lands (around 1600)," "Minnesota Becomes a State (1817)," "The Roaring 20's (1920)," and one for "Today (2013)." Split participants into 4 groups. If you want smaller groups, make 8 groups and each time period will have two groups assigned.	<ul style="list-style-type: none"> <li>Pencil 1 for each participant</li> <li>1 piece of white paper for each participant</li> <li>Crayons, colored pencils, or markers</li> <li>White board and marker</li> <li>3 large poster boards or large sheets of paper</li> <li>2013 map hand outs (1 per participant)</li> </ul>
MAKING YOUR OWN MAP 35 MINUTES	<b>APPLICATION:</b> Today we will be working in groups to create a timeline map. You will be working in groups to create a big map on these four-poster boards. Each group will have a different time period to research. You will get to use many resources to draw an accurate map from your time period. building/land is important and which building/land does not fit in your time period. When you are done drawing your map, we will add forms of transportation to your map. Each time period will have different forms of transportation, which you will have to discover for yourselves. (The youth instructor can aid in research). Allow the participants to begin their research and map creations. When you have about 8 minutes left of class, clean up and begin reflection. (If youth are not done, that is okay, they will finish tomorrow).	<ul style="list-style-type: none"> <li>Map project hand outs (1 per participant)</li> <li>Tape</li> <li>Atlas, encyclopedia, computers, research tools, etc.</li> </ul>
REFLECTION 5 MINUTES	<b>GENERALIZATION:</b> Why is it important to learn the history of St. Paul/Minneapolis? Who could you talk to, to learn more about the Twin Cities history?	
Suggestions for making today's activities more challenging: Have the youth label all of their buildings on their maps.		
Suggestions for making today's activities less challenging: Choose to focus on only Minneapolis or St. Paul.		

<b>SESSION 3</b>	<b>GOAL: PARTICIPANTS WILL BE ABLE TO ADD TRANSPORTATION MODELS TO THEIR MAP, LEARN ABOUT VARIOUS FORMS OF TRANSPORTATION, AND BEGIN WORKING ON THEIR 3D MODELS OF ST. PAUL AND MINNEAPOLIS</b>	<b>MATERIALS NEEDED</b>
<b>ICE BREAKER 5 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Alibi (See ice breakers)	
<b>START BUILDING 50 MINUTES</b>	<b>NEW INFORMATION &amp; APPLICATION:</b> Review the group's status on their map timeline. Check in and lead a discussion with the group to see if we can start piecing MN together. For example- I see this map doesn't have the Excel energy Center, when was that invented? Can we put the year on it to help us remember, does the date matter? Why? (Responses could be something like it will help us figure out what the building might look like, if it has been renovated or if the structure looked different at some point). Draw in transportation: streetcars, bikes, cars, buses or people walking/biking. (Research before just drawing something in - make sure the drawings you make are accurate).  Present the building materials to the group. Talk about how to conserve materials: <ul style="list-style-type: none"> <li>• Remember we can use extra scraps of cards, paper, or other materials, share paper, cover the glue when you are not using it, only take what you need, or less, you can always grab more, recycle, reuse, and reduce.</li> </ul> Show a couple examples of how to build a building: <ul style="list-style-type: none"> <li>• Taping cards by folding a little bit of the card and gluing the straight edge on the other card.</li> <li>• Stack popsicle sticks</li> </ul> Youth will break into their groups of four from yesterday and finish their map, then begin to build their town. Before the youth build, each group will have to research their time period and figure out what the buildings looked like, what transportation looked like, and any other information they need to finish their maps. Encourage participants to use teamwork and communication to build their towns. Clean up.	<ul style="list-style-type: none"> <li>• Cards</li> <li>• Tape</li> <li>• Popsicle sticks</li> <li>• Markers</li> <li>• Scissors</li> <li>• Glue</li> <li>• Random art supplies</li> <li>• Crayons</li> <li>• Construction paper</li> <li>• Cardboard</li> <li>• Hand outs for maps</li> </ul>
<b>REFLECTION ACTIVITY 5 MINUTES</b>	<b>GENERALIZATION:</b> Building takes a lot of work and patience. What are some other things you do that require patience?	
Suggestions for making today's activities more challenging: Limit the amount of supplies each participant can use.		
Suggestions for making today's activities less challenging: Choose to focus on only Minneapolis or St. Paul		

<b>SESSION 4</b>	<b>GOAL: YOUTH WILL BE ABLE TO CONTINUE AND FINISH WORKING ON THEIR 3D MODELS OF ST. PAUL AND MINNEAPOLIS</b>	<b>MATERIALS NEEDED</b>
<b>ICE BREAKER 5 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Ghosts and Goblins (see ice breakers)	
<b>CHECK IN 10 MINUTES</b>	<b>NEW INFORMATION:</b> Participants review their map drawings and community buildings. <ul style="list-style-type: none"> <li>Youth get back into their 4 groups</li> <li>Check in to see what the youth have done/ still need to do.</li> </ul> Help participants assign tasks and separate work between group members. Review the building materials with the group. Talk about how to conserve materials: Remember we can use extra scraps of cards, paper, or other materials, share paper, cover the glue when you are not using it, only take what you need, or less, you can always grab more. (Recycle, reuse, and reduce.)	
<b>BUILD AND SHARE 40 MINUTES</b>	<b>APPLICATION:</b> Youth review their map and continue building their town. Continuously check in with youth to make sure the groups are on track and everyone is participating. At this point in the activity youth should be focusing on making sure their buildings are almost complete, transportation is in place, can move around their model and that their all 3-D community model is almost complete.  For the last 20 minutes of class, have the youth share their maps and towns. Connect the timeline, and reflect on how the twin cities have changed over the pass years.	<ul style="list-style-type: none"> <li>• Cards</li> <li>• Tape</li> <li>• Random art supplies</li> <li>• Popsicle sticks</li> <li>• Markers</li> <li>• Scissors</li> <li>• Glue</li> <li>• Crayons</li> <li>• Pipe cleaners</li> <li>• Construction paper</li> <li>• Cardboard</li> <li>• Hand outs for maps</li> </ul>
<b>REFLECTION ACTIVITY 5 MINUTES</b>	<b>GENERALIZATION:</b> What went well in your group as you worked on this project?	
Suggestions for making today's activities more challenging: Limit the amount of supplies each participant can use.		
Suggestions for making today's activities less challenging: Begin a building for a participant, allow them to finish. Fold cards for the participants and help the participants tape them together. Use pipe cleaners to build.		

<b>SESSION 5</b>	<b>GOAL: YOUTH WILL DISCUSS WHAT A BUSINESS IS. PARTICIPANTS WILL LEARN ABOUT SOME SUCCESSFUL ST. PAUL/MINNEAPOLIS BUSINESSES.</b>	<b>MATERIALS NEEDED</b>
<b>ICE BREAKER 5 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Sneak Attack (see ice breakers for directions)	<ul style="list-style-type: none"> <li>• A small dodge ball</li> </ul>
<b>LET'S TALK BUSINESS 20 MINUTES</b>	<p><b>NEW INFORMATION:</b> Before class starts, make sure your business books are put together, one book for each participant. Write "let's talk business on the board!" Pass out the business book. (This book will be used all week and will have information about what it takes to run their own business. It also takes them into an depth research project about historical Minnesota companies) Have the youth define business:</p> <ul style="list-style-type: none"> <li>• An occupation, profession, or trade</li> <li>• The purchase and sale of goods in an attempt to make a profit.</li> <li>• A person, partnership, or <u>corporation</u> engaged in <u>commerce</u>, manufacturing, or a service; profit-seeking enterprise or concern.</li> </ul> <p>Give the participants 1 minute to write as many businesses (name and type) as they can in their business books. When the minute is up, have them share their businesses with the group, write their businesses on the board as they share. With the youth, define advertisement: A paid announcement, as of goods for sale, in newspapers or magazines, on radio or television, etc. Ask the participants to write the definitions in their business books.</p>	<ul style="list-style-type: none"> <li>• Pencils (1 for each youth)</li> <li>• Business books made and stapled before class starts. (1 per youth) see addendum</li> </ul>
<b>FAMOUS BUSINESS 25 MINUTES</b>	<p><b>APPLICATION:</b> Split participants into groups of five. There are many businesses in Minnesota. Let's use our list we just created to pick some of our favorite companies. Discuss with your group, pick one company you know the best. Each group will be creating an advertisement for their company. Give the youth time to choose their company. When all groups have picked, allow participants time to make an advertisement for their company.</p> <ul style="list-style-type: none"> <li>• Pass out a poster board for each group</li> <li>• Youth will create a giant advertisement for their company, they will be expected to explain the meaning behind the advertisement.</li> </ul> <p>Clean up.</p>	<ul style="list-style-type: none"> <li>• Crayons</li> <li>• Markers</li> <li>• Scissors</li> <li>• Construction paper</li> <li>• Glue</li> </ul>
<b>REFLECTION ACTIVITY 10 MINUTES</b>	<p><b>GENERALIZATION:</b> Re-group and have youth share their advertisements while the group asks questions. Some questions to make them think about how they created their advertisement. Why did you choose those colors? Size? Shape? Did you advertise any products/sales? What audience were you trying to reach? Would this help you sell/market your product positively</p>	
<p>Suggestions for making today's activities more challenging: Don't tell the youth what the businesses are, have them research them. Have the youth write a paragraph about their advertisements.</p>		
<p>Suggestions for making today's activities less challenging: Show some examples of advertisements. Make the groups bigger to allow more ideas from each participant.</p>		

<b>SESSION 6</b>	<b>GOAL: PARTICIPANTS WILL LEARN ABOUT FAMOUS HISTORIC BUSINESSES, HOW THEY BECAME SO SUCCESSFUL, ANY MYSTERIOUS SECRETS IN THE BUSINESS, AND HOW THEY DEVELOPED/DO THEY STILL EXISTS.</b>	<b>MATERIALS NEEDED</b>
<b>WARM UP 5 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Sneak Attack (see icebreakers)	
<b>BUSINESS RESEARCH 50 MINUTES</b>	<p><b>NEW INFORMATION &amp; APPLICATION:</b>            Note: If you have a computer lab, it would be a great time to take the class into the computer lab to do research            Review vocabulary from yesterday. Have the participants take out their business books and talk to a partner about the words. Today we will be talking about Minnesota businesses. Including investigating: What businesses started and when? How did those businesses become successful? Are those businesses still open? If not why? If yes how? Were there any secrets or sneaky stories about the business?            Turn to the Business research project in your Business book.            Today we will be answering the questions in this section of your book.</p> <p>Each group will pick a business – try to insure a variety of businesses are chosen (use the list the group made yesterday and the famous MN business handout/website). On the website, it says what the business is famous for. When each group has picked a business allow them to work on their projects and see if they can answer all of the questions in the investigation. Tell the youth that next session they will be working on putting together a newspaper report on the business.</p> <p>When there are approximately 8 minutes of class left clean up. Collect all of their business books.            If youth didn't finish - we will have more time tomorrow.</p>	<ul style="list-style-type: none"> <li>• Advertisements from last session</li> <li>• Pencils (1 for each youth)</li> <li>• Business books</li> <li>• Computer lab</li> <li>• Classroom projector/ computer</li> <li>• <a href="http://www.mnhs.org/collections/manuscripts/business.htm">http://www.mnhs.org/collections/manuscripts/business.htm</a>            On this website, there is a list of 20-30 Minnesota businesses. (list is also included in a handout in the supplemental materials)</li> </ul>
<b>REFLECTION ACTIVITY 5 MINUTES</b>	<p><b>GENERALIZATION:</b>            How can you share what you have learned today with someone in the community?            Do you think you could lead a tour of St. Paul or Minneapolis yet?</p>	
<p>Suggestions for making today's activities more challenging:            Add more topics/questions to research. Have participants write complete sentences leading to larger paragraphs.</p>		
<p>Suggestions for making today's activities less challenging:            Assign specific topics/businesses that may be easier to research because they have more information. Allow participants to draw pictures instead of writing words for everything.</p>		



<b>SESSION 7</b>	<b>GOAL: THE PARTICIPANTS WILL COMPLETE THEIR RESEARCH ABOUT THEIR BUSINESS AND CREATE A NEWSPAPER ARTICLE ABOUT THEIR BUSINESS.</b>	<b>MATERIALS NEEDED</b>
<b>ICE BREAKER 10 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Silent Ball (see ice breakers). Review business vocabulary words.	<ul style="list-style-type: none"> <li>• Small recreational dodge ball</li> </ul>
<b>MAKING NEWSPAPERS 25 MINUTES</b>	<p><b>NEW INFORMATION AND APPLICATION:</b> Show participants the newspaper template and hand one copy out to each participant. Go over each section with the group.</p> <p><b>What each part means:</b></p> <ul style="list-style-type: none"> <li>• <b>Getting started-</b> how/who started the business?</li> <li>• <b>Keep it going-</b> what did they do that was successful for their business? Did they do anything that was harmful, or did the business struggle at all?</li> <li>• <b>Extra! Extra! Scandal Alert-</b> Were there any scandals or sneaky information that the “reporters aka the youth” able to “dig up”</li> <li>• <b>History Mystery-</b> Time to put the history here! Add any details you know about the company. Was it part of WWI or WW2? Any big economic changes occur for the company? Draw a picture of the building and how it has changed.</li> <li>• <b>Free box-</b> the youth will choose what they want to fill this section with.</li> </ul> <p>When the youth are done creating their template, show an example by taking a groups information and turn it into a paragraph on their newspaper template. Answer any questions participants have. Participants will finish their research and work on their newspapers posters.</p> <p>The youth instructor needs to walk around and check in with each group. Make sure each group is taking their bullet points/information from their investigation and use it for their paper.</p> <p>When there is about 8 minutes of class left, collect all of their work. If they are not done it is okay, they can finish tomorrow.</p>	<ul style="list-style-type: none"> <li>• Pencils (1 for each youth)</li> <li>• Business books</li> <li>• Newspaper template (1 per participant) see addendum</li> <li>• Computer lab</li> </ul>
<b>REFLECTION ACTIVITY 5 MINUTES</b>	<b>GENERALIZATION:</b> If you could interview one person, any person, whom would you interview?	
<p>Suggestions for making today’s activities more challenging: Make a two-page newspaper. Make your own template for the newspapers</p>		
<p>Suggestions for making today’s activities less challenging: Help the youth find research. Print the newspaper template, have the participants use the small template not a poster size.</p>		

<b>SESSION 8</b>	<b>GOAL: PARTICIPANTS WILL PRESENT THEIR NEWSPAPERS TO THE GROUP AND FINISH THEIR NEWSPAPERS.</b>	<b>MATERIALS NEEDED</b>
<b>ICE BREAKER/ WARM UP 10 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play People Bingo (See addendum)	<ul style="list-style-type: none"> <li>• Human bingo sheet (see addendum)</li> </ul>
<b>TEMPLATES TO ARTICLES 40 MINUTES</b>	<p><b>NEW INFORMATION AND APPLICATION:</b> Youth will take their templates from last session and turn them into a newspaper article. The instructor will lead the group through an example first. Then youth get in their groups and start writing – remind them to make articles both truthful and interesting.</p> <p>With approximately (depending on the number of groups) 15 minutes left, have the youth clean up and get ready to present.</p> <p>Have groups come up one by one and present their newspaper articles. When all of the groups are finished, reflect. The participants can take home their business book and choose who takes home their newspaper articles.</p>	<ul style="list-style-type: none"> <li>• Newspaper template (see addendum)</li> <li>• Crayons, colored pencils, scissors</li> </ul>
<b>REFLECTION ACTIVITY 10 MINUTES</b>	<p><b>GENERALIZATION:</b> If you would change the world by writing a magic newspaper that everyone in the world would read, what would you change? What message would you share with the world? Why?</p>	
<p>Suggestions for making today’s activities more challenging: Have the youth write more words and fewer pictures. Make a two page newspaper or add more criteria to the newspaper template</p>		
<p>Suggestions for making today’s activities less challenging: Let the youth draw more pictures in their paper and use fewer words if they are having trouble making their newspapers.</p>		

SESSION 9	<b>GOAL: YOUTH WILL CHOOSE A FAMOUS PERSON TO RESEARCH THROUGHOUT THE WEEK AND BEGIN RESEARCHING THEIR FAMOUS PERSON.</b>	MATERIALS NEEDED
<b>ICE BREAKER 10 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Night at the Museum (see ice breakers)	
<b>FAME! 10 MINUTES</b>	<b>NEW INFORMATION:</b> Ask the youth what/who a famous person is. Most youth will probably say a singer, dancer, athlete, movie star, etc. Ask the youth, “Can you be famous for something other than being a big name rapper, singer, or ball player? Can you name any famous people that are famous for something other than TV, movies, or sports? Have you ever wanted to be famous?” Have youth pair off and talk for 1 minute (each) about what they would want to be famous for.  Today we will be starting a famous person project. Hand out the Famous Minnesotan hand out.	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Famous person hand out (see addendum)</li> <li>• Internet</li> <li>• Pencils for each participant</li> </ul>
<b>FAMOUS MINNESOTANS 35 MINUTES</b>	<b>APPLICATION:</b> Review the famous person project: <b>Advice to the youth:</b> When you pick a person, choose someone that you can connect with, admire, or is a good role model for you. Challenge yourself to pick someone you have never heard of before. Use the list of famous people from Minnesota in the addendum or go to the Wikipedia link (to right) and have youth research on their own. <b>Who:</b> Pick a famous person from Minnesota <b>Why:</b> Tell us why they are famous <b>Biography:</b> Tell us their life story from start to finish. We will also be working on a couple fun projects with your famous person over the next few sessions. Research will be done in the computer lab. Below is a list of websites. <a href="http://en.wikipedia.org/wiki/List_of_people_from_Minnesota">http://en.wikipedia.org/wiki/List_of_people_from_Minnesota</a> <a href="http://www.50states.com/bio/minn.htm#.UZw-W46hBSU">http://www.50states.com/bio/minn.htm#.UZw-W46hBSU</a> <a href="http://www.famousbirthdays.com/birthplace/minnesota.html">http://www.famousbirthdays.com/birthplace/minnesota.html</a> <a href="http://www.biography.com/people/groups/born-in-minnesota/all">http://www.biography.com/people/groups/born-in-minnesota/all</a>	Website has a list of famous people from Minnesota: <ul style="list-style-type: none"> <li>• <a href="http://en.wikipedia.org/wiki/List_of_people_from_Minnesota">http://en.wikipedia.org/wiki/List_of_people_from_Minnesota</a></li> </ul>
<b>REFLECTION 5 MINUTES</b>	<b>GENERALIZATION:</b> If you could meet any famous person alive or dead whom would you meet? Why?	
<p>Suggestions for making today’s activities more challenging: Complete the report without the helping questions and see what research they can find without questions to answer.</p>		
<p>Suggestions for making today’s activities less challenging: Work in groups to research a person and complete the biography together. Give a demonstration on finding research using the computer and the websites given so the participants know how to navigate the site .</p>		

<b>SESSION 10</b>	<b>GOAL: PARTICIPANTS WILL WORK ON THEIR FAMOUS PERSON REPORT AND BEGIN TO CONNECT WITH THEIR FAMOUS PERSON INSPIRATION PROJECT</b>	<b>MATERIALS NEEDED</b>
<b>ICE BREAKER 5 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Frogger (see ice breaker section)	
<b>RESEARCH FAMOUS PEOPLE 50 MINUTES</b>	<b>NEW INFORMATION &amp; APPLICATION:</b> Review the famous person project. Introduce the “Think Outside the Box” section of the project. Think outside the box: Create a model of your person. It can be made out of clay, cardboard, string, whatever materials we have around the class. Allow youth to continue their research and work on their “Outside the Box” depiction of the person they are researching. Continuously check in with the youth to make sure they are staying on task. Clean up.	<ul style="list-style-type: none"> <li>• Classroom with computers</li> <li>• Famous Minnesotans hand out</li> <li>• Internet</li> <li>• Pencils for each participant</li> <li>• Scratch/lined paper</li> <li>• Pencils</li> <li>• Large poster board or piece of paper (1 per 6 participants)</li> <li>• Markers, colored pencils, crayons</li> <li>• Clay, cardboard, string, other art supplies</li> <li>• Pipe cleaners</li> </ul>
<b>REFLECTION ACTIVITY 5 MINUTES</b>	<b>GENERALIZATION:</b> What do you do when you are working on your project and something doesn’t go your way? Why?	
<p>Suggestions for making today’s activities more challenging: Give them more questions to answer on their famous person hand out.</p>		
<p>Suggestions for making today’s activities less challenging: Pair the youth up to answer the questions.</p>		

<b>SESSION 11</b>	<b>GOAL: PARTICIPANTS WILL CREATE A 30 YEAR PLAN FOR THEMSELVES</b>	<b>MATERIALS NEEDED</b>
<b>WARM UP 10 MINUTES</b>	<p><b>ACCESS PRIOR KNOWLEDGE:</b> Break the participants into pairs or groups of 3 at the most. Answer the following questions in their group: What do you want to be when you grow up? What inspires you and why? What do you like to do for fun?</p>	
<b>THE FUTURE YOU 20 MINUTES</b>	<p><b>NEW INFORMATION:</b> Group discussion: How can you connect to the person you have been researching? How can you follow in their footsteps, or make yourself famous for something? What are you good at? It's time to discover that! Today, we will be creating our own biography using our inspiration sheet. Where will you be in 30 years?</p> <p>To help you discover yourself, use the Inspiration Project worksheet: While filling out your worksheet, you can use your famous person as a role model, a guide and a helpful resource. The answers should to be about you. What would you do for a business/career? How can you use what you have learned about your famous person to inspire you to be great? What job will you have in 30 years, and how did you get there? Where will you be? Think about your life in 30 years from today, what do you want to accomplish?</p>	<ul style="list-style-type: none"> <li>• Classroom with computers</li> <li>• Famous person worksheet (see supplemental materials)</li> <li>• Internet</li> <li>• Pencils for each participant</li> <li>• Inspiration Project worksheet (see addendum)</li> </ul>
<b>CREATING YOUR FUTURE 25 MINUTES</b>	<p><b>APPLICATION:</b> Youth work on completing the inspiration project worksheet. With about 10 minutes left, explain the 30-year reunion to the group. Next session we will have a group celebration. Each of you will come in dressed like the adult version of you 30 years from now. You will use the profiles you made today to guide your costume for tomorrow. For example, if I said in 30 years I want to be a doctor, then tomorrow I would come in dressed like a doctor. Your costume doesn't have to be complex – use what you have at home. We can use some art supplies to add to your costume in class. Note: youth do not have to come dressed in your costume – they can change during program.</p>	
<b>REFLECTION ACTIVITY 5 MINUTES</b>	<p><b>GENERALIZATION:</b> Who is someone in your everyday life that inspires you? How can you inspire people everyday?</p>	
<p>Suggestions for making today's activities more challenging: Make the youth create a timeline for their lives</p>		
<p>Suggestions for making today's activities less challenging: Give them a job to research if they don't have one in mind.</p>		

SESSION 12	GOAL: YOUTH WILL PARTICIPATE IN A 30 YEAR REUNION TO SHARE ABOUT THEIR ADULT LIFE	MATERIALS NEEDED
<p><b>CLASS REUNION</b> <b>10 MINUTES</b></p>	<p><b>NEW INFORMATION:</b> Allow 10-20 minutes for participants to complete their projects, change into their costumes, or make costumes if they did not get a chance to bring a costume.</p> <p>**Put out the snacks, and put the “Welcome to the Twin Cities History Mysteries 30 year reunion banquet” sign up.</p>	<ul style="list-style-type: none"> <li>• Random art supplies</li> <li>• Paper</li> <li>• Pencils</li> <li>• Markers</li> <li>• String</li> <li>• Glue</li> <li>• Scissors</li> <li>• Snacks</li> </ul>
<p><b>CLASS REUNION</b> <b>35 MINUTES</b></p>	<p><b>APPLICATION:</b> Call the participants back together. Have the group sit in a circle together. Welcome everyone to the 30 year TCHM reunion banquet and go around the circle for introductions. Have them share their name, business, and inspiration for their business. Example: “I am Shaniah Coleman. I own a professional women’s soccer team. My inspiration was Carl Pohlad because he had very strong ideas.”</p> <p>Once every person has been introduced, explain how the banquet will work. Each person will go around and get to know the other people, have a conversation about their business successes and their inspirations successes/failures. Some sample questions are:</p> <ul style="list-style-type: none"> <li>▪ What are you famous for?</li> <li>▪ What sort of things did you have to learn or practice to get there?</li> <li>▪ What do you do?</li> <li>▪ Do you have employees?</li> <li>▪ What did you learn from your Minnesota inspiration?</li> </ul> <p>Three reunion banquet rules: 1) Must stay in character. You are 30 years older... What has changed? 2) All conversations should be about your business/your new life. 3) Have fun, and try to really get a feel of what it would really be like to be an adult.</p> <p>Allow the participants to begin walking around and serve themselves lemonade. Allow the youth to use their handouts to help keep the conversation going.</p> <p>With 8 minutes left, clean up and reflect on the awesome day!</p>	<ul style="list-style-type: none"> <li>• Welcome to the Reunion poster (in addendum)</li> <li>• Reunion talking points</li> </ul>
<p><b>REFLECTION</b> <b>5 MINUTES</b></p>	<p><b>GENERALIZATION:</b> Today you had the opportunity to be an adult, how did that feel? What do you think it will really be like when you are an adult business man/woman?</p>	
<p>Suggestions for making today’s activities more challenging: N/A</p>		
<p>Suggestions for making today’s activities less challenging: Give each participant a note card/half sheet with talking points so they remember what to talk about (see supplemental materials).</p>		

SESSION 13	GOAL: PARTICIPANTS WILL LEARN ABOUT MYSTERY PLACES IN ST. PAUL/MINNEAPOLIS. PARTICIPANTS WILL CREATE A MYSTERY/SCARY PLAY	MATERIALS NEEDED
ICE BREAKER 5 MINUTES	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Alibi (see directions in the ice breaker section)	
GETTING SPOOKY 20 MINUTES	<b>NEW INFORMATION:</b> Distribute and review the spooky places handout with youth. Have them help you read the description/story of the locations. When you are finished reading, talk about the spooky stories, and show the pictures of the locations using the computer and the website: <a href="http://blogs.citypages.com/blotter/2010/10/minnesotas_most.php">http://blogs.citypages.com/blotter/2010/10/minnesotas_most.php</a> Give the participants 1-2 minutes to discuss in pairs: <ul style="list-style-type: none"> <li>• Who thinks these stories are true? Why? Why not?</li> <li>• Do you think you could write a spooky story or mystery like these stories?</li> <li>• Has anyone ever been to these places?</li> <li>• Reflect as a whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencils for each participant</li> <li>• Scratch/lined paper</li> <li>• Pencils</li> <li>• Markers, colored pencils, crayons</li> <li>• Pipe cleaners</li> <li>• Spooky places handout (see addendum)</li> </ul>
LIGHTS, CAMERA, ACTION! 20 MINUTES	<b>APPLICATION:</b> Today we will be using these locations to make scary/mystery stories. <ul style="list-style-type: none"> <li>• Each of you will be in a group with 3 other participants.</li> <li>• You will get to pick one of the locations from the spooky places handout to write a short play about.</li> <li>• Each group will write their own play. The plays should last about 2-3 minutes, and every member of your group should participate.</li> <li>• Today you will get to write the script. You will have about 15 more minutes tomorrow and then we will act out our plays.</li> </ul> Demonstrate how to write a script and answer any questions. <ul style="list-style-type: none"> <li>• Make a fake script on the board using three characters.</li> <li>• The characters can be doing anything, just make sure you show some dialogue</li> <li>• Example “L- let’s go to the mall today” “ B- Okay, I will go get the car” “both characters pretend they are driving in the car.”</li> </ul> Break the participants into groups of 4-5 to start working on their scripts. With about 8 minutes left of class, clean up and collect all of the scripts. Make sure the group names are on the scripts.	<ul style="list-style-type: none"> <li>• Scratch/lined paper</li> <li>• Pencils</li> </ul>
REFLECTION ACTIVITY 5 MINUTES	<b>GENERALIZATION:</b> Sometimes we have to use our imagination to really believe these spooky ghost stories, when is another time you had to use your imagination?	
Suggestions for making today’s activities more challenging: Have the participants work with partners instead of groups.		
Suggestions for making today’s activities less challenging: Let the youth draw pictures/scenes for their script instead of writing out all of the words.		

<b>SESSION 14</b>	<b>GOAL: PARTICIPANTS WILL FINISH WRITING THEIR SPOOKY STORY PLAY &amp; ACT OUT THEIR PLAY</b>	<b>MATERIALS NEEDED</b>
<b>ICE BREAKER 5 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play sneak attack (see icebreakers)	
<b>PRACTICE MAKES PRETTY GOOD! 20 MINUTES</b>	<b>NEW INFORMATION:</b> Have the youth jump right back into finishing and practicing their plays. If they have extra time they can make simple props. Make sure to give a 5-minute warning before getting ready to perform.  If you have a camera and computer readily available, record the plays and make movies out of them.	<ul style="list-style-type: none"> <li>▪ Pencils for each participant</li> <li>▪ Scratch/lined paper</li> <li>▪ Pencils</li> <li>▪ Markers, colored pencils, crayons</li> <li>▪ Pipe cleaners</li> </ul>
<b>THE SHOW MUST GO ON! 30 MINUTES</b>	<b>APPLICATION:</b> Call all of the participants back together. Remind all of the youth what it means to be a good audience: Listen, be respectful, etc. Call each group up one by one to perform their plays!  Clean Up	
<b>REFLECTION ACTIVITY 5 MINUTES</b>	<b>GENERALIZATION:</b> How did it feel to perform something that you created?	
<p>Suggestions for making today's activities more challenging: Have the participants work with partners instead of groups. Have the participants memorize their skits instead of using the scripts</p>		
<p>Suggestions for making today's activities less challenging: Don't make the participants write a script. Allow youth to work all together to make one giant script</p>		



SESSION 15	GOAL: PARTICIPANTS WILL CREATE A CLAYMATION STORY	MATERIALS NEEDED
<b>ICE BREAKER</b> <b>5 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE</b> Play Silent Ball (see ice breakers)	
<b>CLAYMATION INTRO</b> <b>20 MINUTES</b>	<b>NEW INFORMATION:</b> Break the youth into groups of 4-5. Take the youth into the computer lab. Introduce claymation (a series of still frames/photos put together to create a movie). Show the video. <a href="http://www.youtube.com/watch?v=maOXC_YlXuE">http://www.youtube.com/watch?v=maOXC_YlXuE</a> and/or <a href="http://www.youtube.com/watch?v=Gpt4Fkd0wBY&amp;feature=endscreen&amp;noredirect=1">http://www.youtube.com/watch?v=Gpt4Fkd0wBY&amp;feature=endscreen&amp;noredirect=1</a>  Your group is going to make a mystery Claymation story about the Wabasha Caves. Youth will spend time today doing additional research on the Wabasha Caves, what happened there, who spent time there, why people think they are haunted. They can either stick to a strict re-telling of a story they reaserch or add in some of their own imagination (the instructor should decide which way you want to go with this ahead of time). Movies will be 2-5 minutes. Clarify each group will only be making one movie, not an individual movie.	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Projector</li> <li>• Lined or white paper</li> <li>• Pencils</li> <li>• Internet</li> </ul>
<b>MAKING CLAYMATION</b> <b>30 MINUTES</b>	<b>APPLICATION:</b> Explain the Claymation project: <ul style="list-style-type: none"> <li>• Pass out a large sheet of construction paper to each group. The participants will use this as their ground to avoid making the clay stick to the tables/desks.</li> <li>• Each group will get 2 packs of play dough, a camera, and a large sheet of construction paper.</li> <li>• Youth may use other art supplies in the room to make back drops/settings for their movie.</li> <li>• Today we will be working on creating the characters and setting. Next session you will work on creating and editing the film.</li> <li>• “You may use this time to create your characters and setting, if you would like to practice you may do that as well, remember if you mix colors today, they will stay that way and you will not get any new play dough.”</li> </ul>	<ul style="list-style-type: none"> <li>• 2 packs of playdoh per group</li> <li>• a flat surface</li> <li>• Construction paper</li> <li>• a camera for each group, or a system for sharing cameras</li> <li>• play dough sculpting tools (optional)</li> <li>• a large plastic bin to store the clay models to keep them fresh over night</li> </ul>
<b>REFLECTION ACTIVITY</b> <b>5 MINUTES</b>	<b>GENERALIZATION:</b> Each group share what they did today.	
Suggestions for making today’s activities more challenging: Have the youth write the story script on paper.		
Suggestions for making today’s activities less challenging: Create a claymation example and tell the original story using clay.		

<b>SESSION 16</b>	<b>GOAL: YOUTH WILL COMPLETE THEIR CLAYMATION STORIES</b>	<b>MATERIALS NEEDED</b>
<b>ICE BREAKER</b> <b>5 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE</b> Play Silent Ball (see ice breakers)	
<b>PHOTO FINISH</b> <b>20 MINUTES</b>	<b>NEW INFORMATION:</b> Play silent ball Youth will complete their claymation stories about the Wabasha Caves. Explain: <ul style="list-style-type: none"> <li>• Take a sequence of pictures while moving the clay.</li> <li>• Each time you move the clay you take a picture</li> <li>• You may take as many pictures as you want, but you will be in charge of piecing them together. Make sure the pictures are valuable (don't just take pictures of random pictures, or pieces you don't want in your story), and make sure you have a plan before you begin moving the playdoh.</li> <li>• Share the camera and let each group member take a picture/move the clay pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• A camera (ideally 1 per group)</li> <li>• Computer</li> <li>• Clay models from last session</li> <li>• Random art supplies for backdrop and setting</li> </ul>
<b>CUT/EDIT</b> <b>30 MINUTES</b>	<b>APPLICATION:</b> The youth instructor should turn all computers on before class starts. Youth instructor will also be responsible for removing the videos from the separate computer and putting them on a jump drive. Load the movies onto one computer and you can burn on DVD all together. Tutorials for editing, loading your pictures, adding material, making a movie/cd: <ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=J79_0h3ozS0">http://www.youtube.com/watch?v=J79_0h3ozS0</a></li> <li>• <a href="http://www.youtube.com/watch?v=p_sZ4AeT8a4">http://www.youtube.com/watch?v=p_sZ4AeT8a4</a></li> </ul> Load the pictures onto a mac computer Upload the pictures onto IMOVIE Add words, transitions, music, and more by using IMOVIE Save the movies and clean up.	<ul style="list-style-type: none"> <li>• Computers</li> <li>• IMOVIE</li> <li>• CD's</li> <li>• Jump drive</li> <li>• Computer lab</li> <li>• USB cables to connect your cameras</li> </ul>
<b>REFLECTION</b> <b>5 MINUTES</b>	<b>GENERALIZATION:</b> If you could only take one more picture for the rest of your life, what would you take a picture of, and why?	
Suggestions for making today's activities more challenging: N/A		
Suggestions for making today's activities less challenging: N/A		

<b>SESSION 17</b>	<b>GOAL: YOUTH WILL WRITE AND ILLUSTRATE A STORY</b>	<b>MATERIALS NEEDED</b>
<b>ICE BREAKER 10 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Ghosts and Goblins	
<b>GREY CLOUD ISLAND 10 MINUTES</b>	<b>NEW INFORMATION:</b> Pull up Google and Google “Grey Cloud Island” Read some facts about Grey Cloud Island and show pictures  Note: The first link on Google will take you to: <a href="http://projects.wchsmn.org/communities/grey-cloud-island-township/">http://projects.wchsmn.org/communities/grey-cloud-island-township/</a> Read the story about the haunting of Grey Cloud Island Ask the youth the following questions: <ul style="list-style-type: none"> <li>• Has anyone ever been to Grey Cloud Island?</li> <li>• Did they hear any other cave ghost stories?</li> <li>• How can we tell if this story is true?</li> </ul> If you think this is a made up story, who do you think made it up? Could you make up a story like this? What would you put in your story?	<ul style="list-style-type: none"> <li>• Computer/projector</li> <li>• Internet</li> </ul>
<b>AUTHORS AND ILLUSTRATORS 35 MINUTES</b>	<b>APPLICATION:</b> Today we will be writing, illustrating, and sharing a story about Grey Cloud Island. We learned many new facts, saw pictures, and heard the spooky story, now we are going to make it our own story. Each of you are going to make your own story about Grey Cloud Island. You can create your own characters, plot and details.  Remember the facts we learned, it was a very famous land for Native Americans. When you illustrate your story, remember what the pictures of the island used to look like. We will share a couple of our spooky stories at the end of the day.  Hand each participant a piece of lined paper and a piece of white paper When there is 10 minutes left of class, have the youth clean up and bring the group together. Call on a couple participants to share their illustrations and parts of their story.	<ul style="list-style-type: none"> <li>• Pencils</li> <li>• Crayons, colored pencils, markers</li> <li>• Lined paper</li> <li>• White paper</li> <li>• Grey Island spooky story</li> <li>• Computer</li> <li>• Internet</li> <li>• Construction paper</li> </ul>
<b>REFLECTION ACTIVITY 5 MINUTES</b>	<b>GENERALIZATION:</b> One reason people like to write a story is so they can entertain others. What are some other things you do to be nice and entertain people?	
<p>Suggestions for making today’s activities more challenging: Give a page requirement for each story. Make characters that must be in the story.</p>		
<p>Suggestions for making today’s activities less challenging: Draw a picture story instead of a written story. Work in groups to create one story.</p>		

<b>SESSION 18</b>	<b>GOAL: SUGGESTION: FIELD TRIP TO THE LANDMARK CENTER, MILL CITY MUSEUM, STONE ARCH BRIDGE OR MINNEHAHA FALLS.</b>	<b>MATERIALS NEEDED</b>
<b>ICE BREAKER 5 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Sneak Attack (see ice breakers) Arrive at location and discuss what you know about it.	<ul style="list-style-type: none"> <li>• Small dodge ball</li> </ul>
<b>50 MINUTES</b>	<b>NEW INFORMATION &amp; APPLICATION:</b> Instructor should create a scavenger hunt for youth to complete in small groups based on the location.	
<b>REFLECTION ACTIVITY 5 MINUTES</b>	<b>GENERALIZATION:</b> What other places in the Twin Cities are you excited to explore someday?	
Suggestions for making today's activities more challenging: N/A		
Suggestions for making today's activities less challenging: N/A		

<b>SUPPLEMENTAL SESSION 1</b>	<b>GOAL: YOUTH WILL CREATE A MN SPORTS HISTORY TIMELINE</b>	<b>MATERIALS NEEDED</b>
<b>WARM UP 5 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Telephone (see ice breakers)	
<b>PRIOR KNOWLEDGE 10 MINUTES</b>	<b>NEW INFORMATION:</b> Ask the youth to share their knowledge about MN sports. Most participants will jump right to the professional teams ask them about high school, college and rec sports as well. Begin a discussion on the history of sports: <ul style="list-style-type: none"> <li>• Brainstorm a list of sports.</li> <li>• Once you have a list of sports, start to discuss what the youth know about Minneapolis and St. Paul Sports.</li> </ul>	
<b>SPORTS TIMELINES 40 MINUTES</b>	<b>APPLICATION:</b> Break the students into groups of 3 or 4. Have the youth pick a sport from the list you brainstormed and work together to complete the timeline worksheet. Next session, we will be taking your timeline and using it to create your own sports empire. Today, work with your groups to research and become an expert on your sport. Use the sports timeline as a guideline. Pass out the sports timeline worksheet and go over what is on there. Allow the groups to pick a sport. Each group should pick a different sport. When there is about 8 minutes left, close down the computers, share some research whole group and collect the timelines for tomorrow's activity.	<ul style="list-style-type: none"> <li>• Pencils</li> <li>• Sports timeline handout (see addendum)</li> <li>• Computer lab</li> </ul>
<b>REFLECTION 5 MINUTES</b>	<b>GENERALIZATION:</b> How did your group work together today? Did a leader emerge? How?	
<p>Suggestions for making today's activities more challenging: Add more events to the timeline. Make more events about the future and less about the past. Have them draw a picture for every event.</p>		
<p>Suggestions for making today's activities less challenging: Draw a picture instead of words. Write a year like "kindergarten when I was 5" instead of trying to remember every actual year.</p>		

<b>SUPPLEMENTAL SESSION 2</b>	<b>GOAL: YOUTH WILL CREATE THEIR OWN SPORTS EMPIRE YOUTH WILL DESIGN A SPORT CREATING TEAMS AT THE HIGH SCHOOL, REC, COLLEGE AND PROFESSIONAL LEVEL</b>	<b>MATERIALS NEEDED</b>
<b>ICE BREAKER 5 MINUTES</b>	<b>ACCESS PRIOR KNOWLEDGE:</b> Play Four Corners (see icebreakers)	<ul style="list-style-type: none"> <li>• A gym</li> </ul>
<b>DESIGNING 10 MINUTES</b>	<b>NEW INFORMATION:</b> Last session, you were able to research and become an expert on a sport. Today, you are going to take your knowledge and build a sports empire. You have two options for this project. (the youth instructor should explain both before letting the participants choose)  Option 1: Create your own new sport  Option 2: Use the sport you researched as inspiration and make interesting changes to it to re-invent it.  Explain the project using the Sports Empire hand out. Use your sports history as a guide to remind you what goes into making a sports empire or organization.	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Poster board (one per group)</li> <li>• Markers, crayons, colored pencils</li> <li>• Pencils</li> <li>• Sports empire handout (see addendum)</li> </ul>
<b>EMPIRE 40 MINUTES</b>	<b>APPLICATION:</b> Youth will work on the sports empire project together in groups of 5-6 When there is about 15 minutes left, clean up and allow the groups to share.	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Poster board (one per group)</li> <li>• Markers, crayons, colored pencils</li> <li>• Pencils</li> <li>• Sports empire handout (see addendum)</li> </ul>
<b>REFLECTION ACTIVITY 5 MINUTES</b>	<b>GENERALIZATION:</b> Each of you worked in a group today. How did you decide who did each job? What does it take to be a good group member and use teamwork in your group?	
Suggestions for making today's activities more challenging: Only offer option 1		
Suggestions for making today's activities less challenging: Choose one sport for the whole group to create adaptations for.		

The following pages include all printed supplementary materials including: forms, worksheets, handouts, etc.



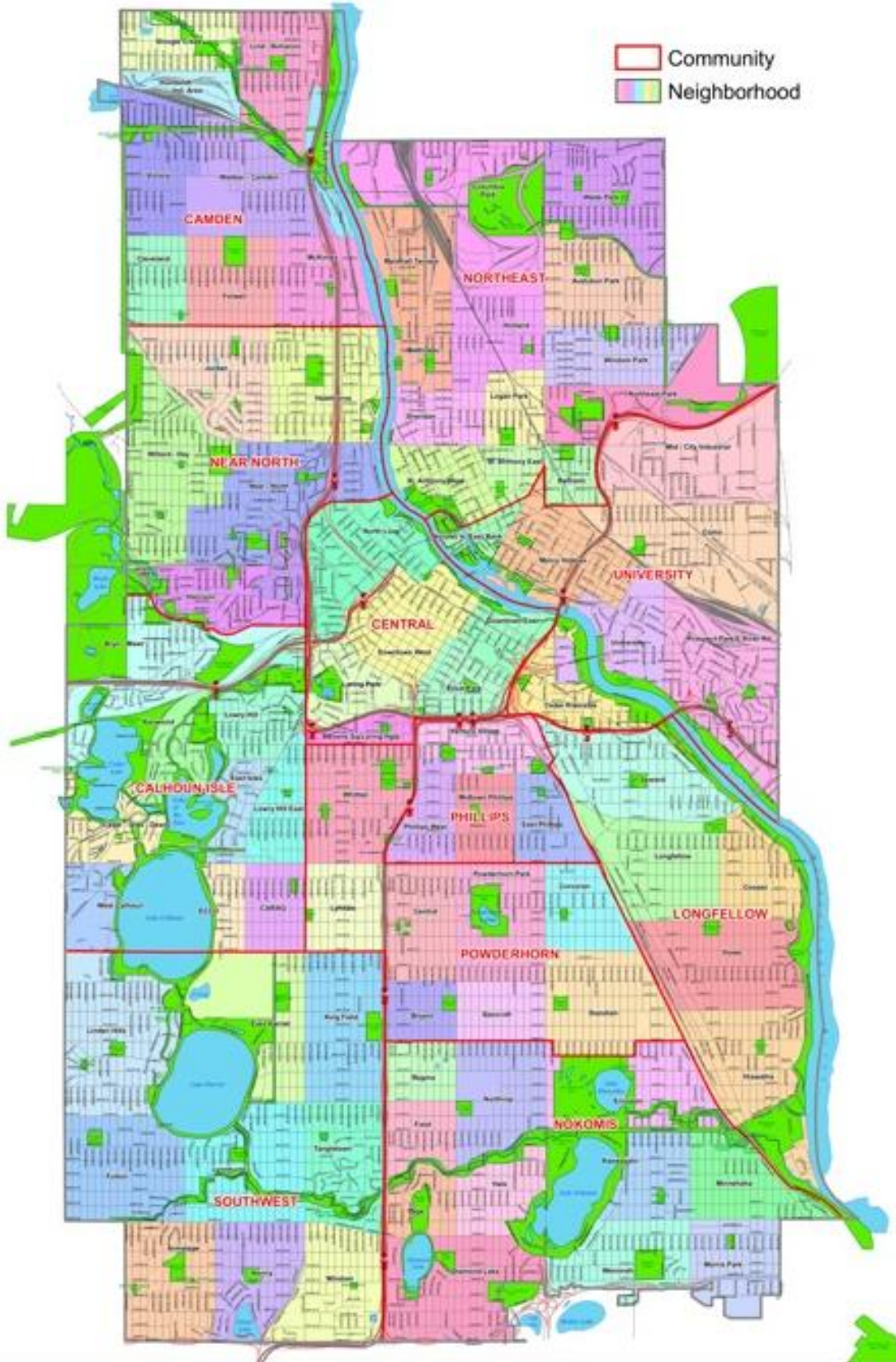
# CURRICULUM PLAN: COMMUNITY STANDARDS

- Purpose:** Engage youth in the development of community standards for the group
- Time:** 15-20 minutes
- Materials:** Butcher paper, poster board or flip chart and markers
- Planning:** Title your large piece of paper with Twin Cities History Mysteries. Draw a large circle in the middle of the paper, the inside of this circle will represent the behaviors or expectations the group members want in the group.
- Procedure:** Explain to the youth they will be creating their community standards, by defining the behaviors they think are appropriate and inappropriate for their group. Have youth come up and write their ideas for behaviors they want in their group inside the circle (i.e. participate, read, have fun, be respectful, learn something new). If youth identify something they don't want to happen in their group, they should write this outside of the circle (i.e. fighting, bullying...). After everyone has had the opportunity to add something to the poster, they are agreed upon invite them to sign their name on the poster.
- Discussion:** Ask everyone if they know what it means to sign your name on something?
- Reflection:** How did it feel to create your own community expectations? Is there anything you think you will have a hard time doing/not doing? What should be the consequence of breaking this contract?



# SESSION 1 & 2: MINNESOTA 1930





Community  
 Neighborhood



# City of Minneapolis

## Neighborhoods & Communities

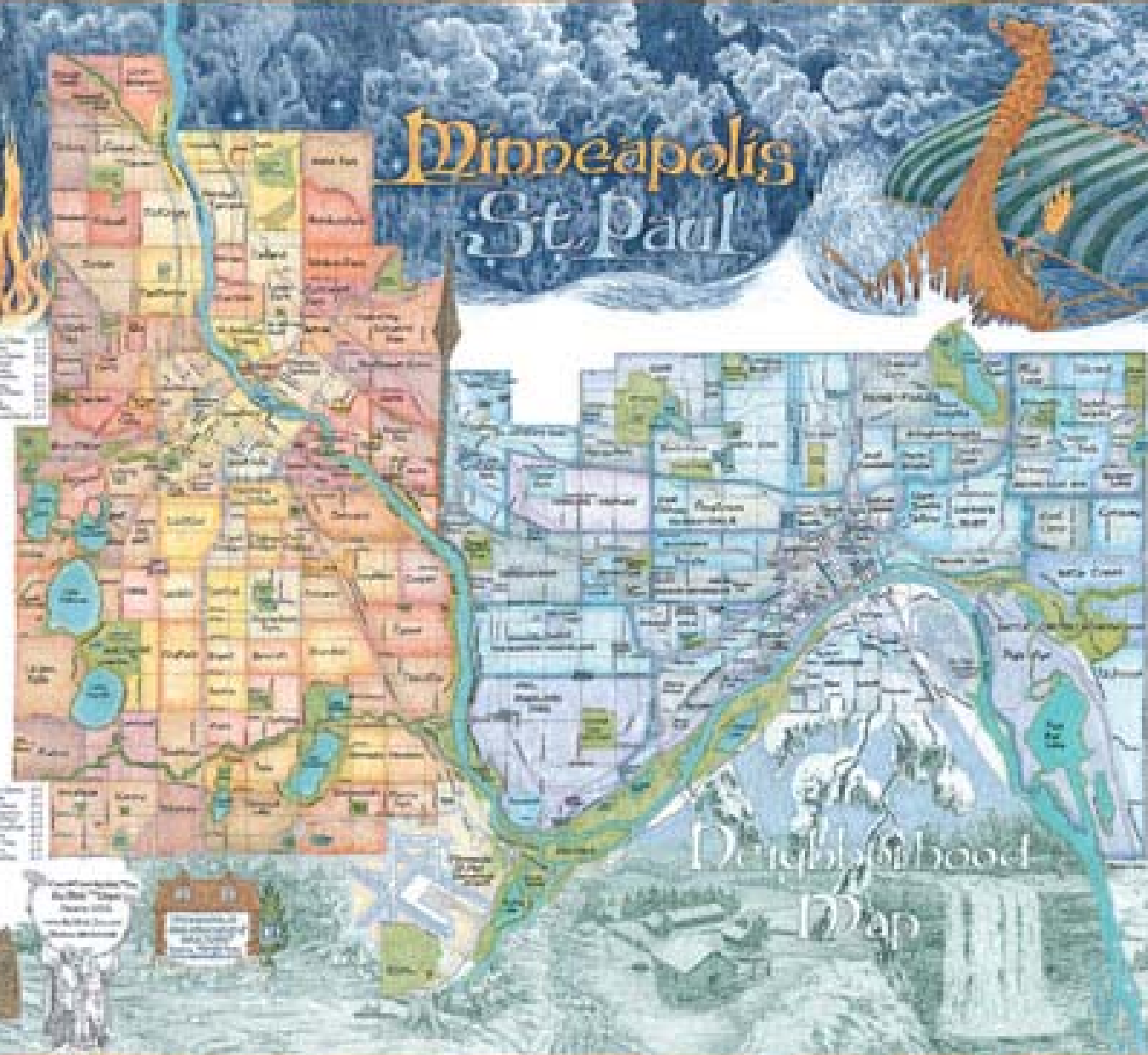
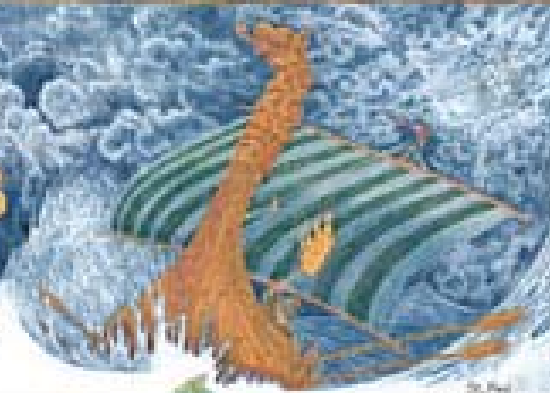
© 2012 Minneapolis Department of Community Development. Updated August 2012.



# SESSION 1 & 2: MINNEAPOLIS 1891



# Minneapolis St. Paul



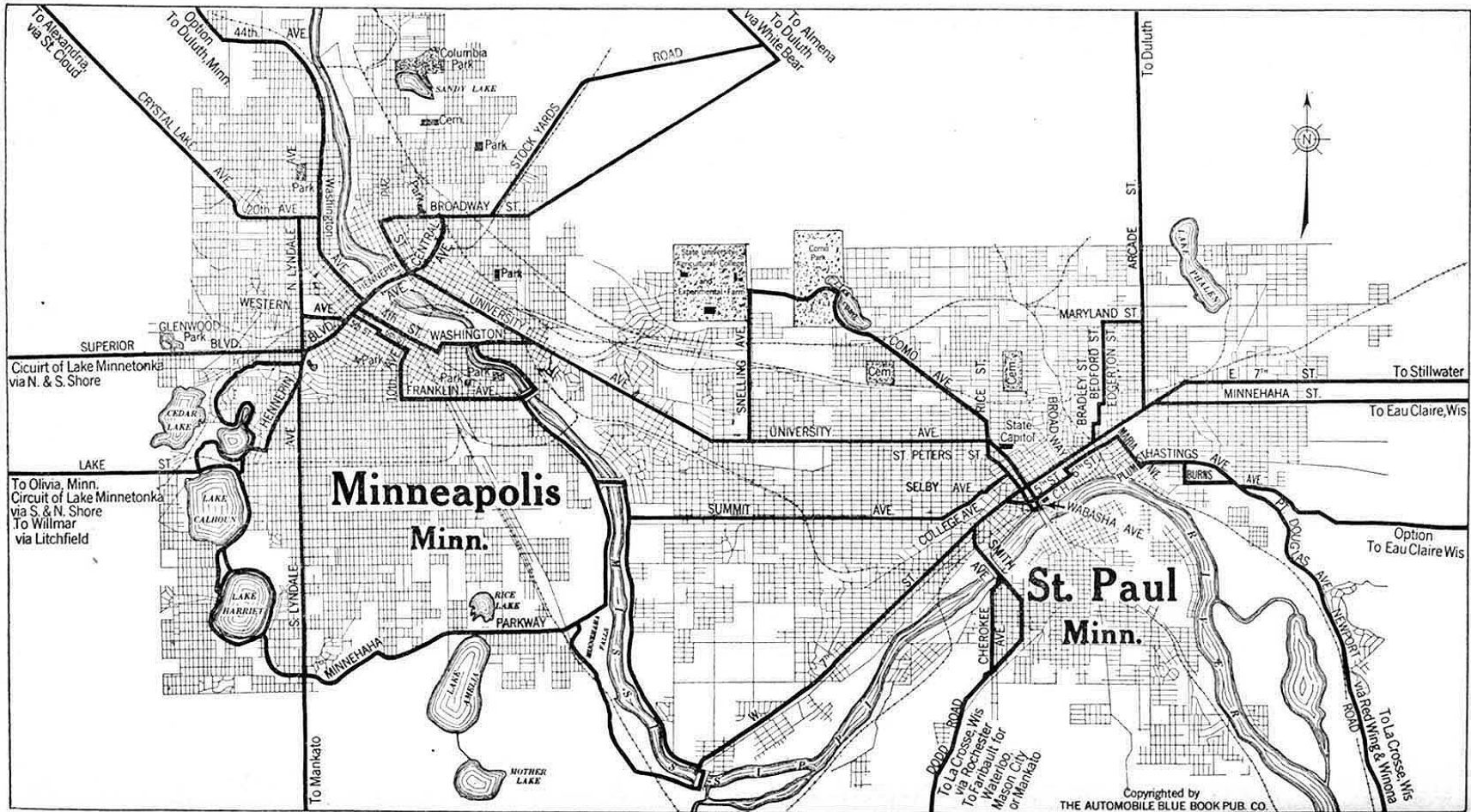
## Neighborhood Map

MINNEAPOLIS  
ST. PAUL  
A detailed neighborhood map of Minneapolis and St. Paul, Minnesota, showing streets, parks, and landmarks. The map is framed by a decorative border.

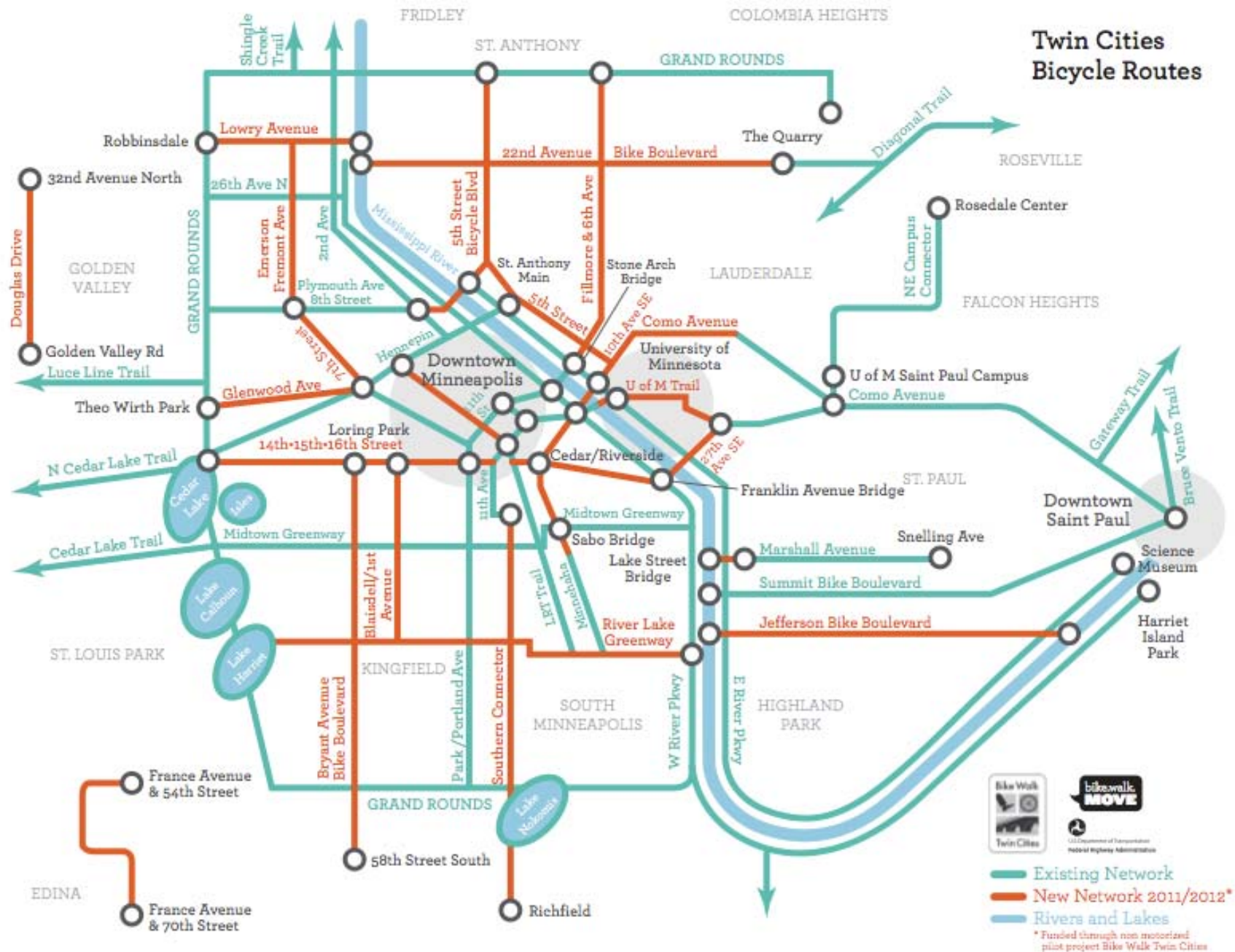
A detailed neighborhood map of Minneapolis and St. Paul, Minnesota, showing streets, parks, and landmarks. The map is framed by a decorative border.



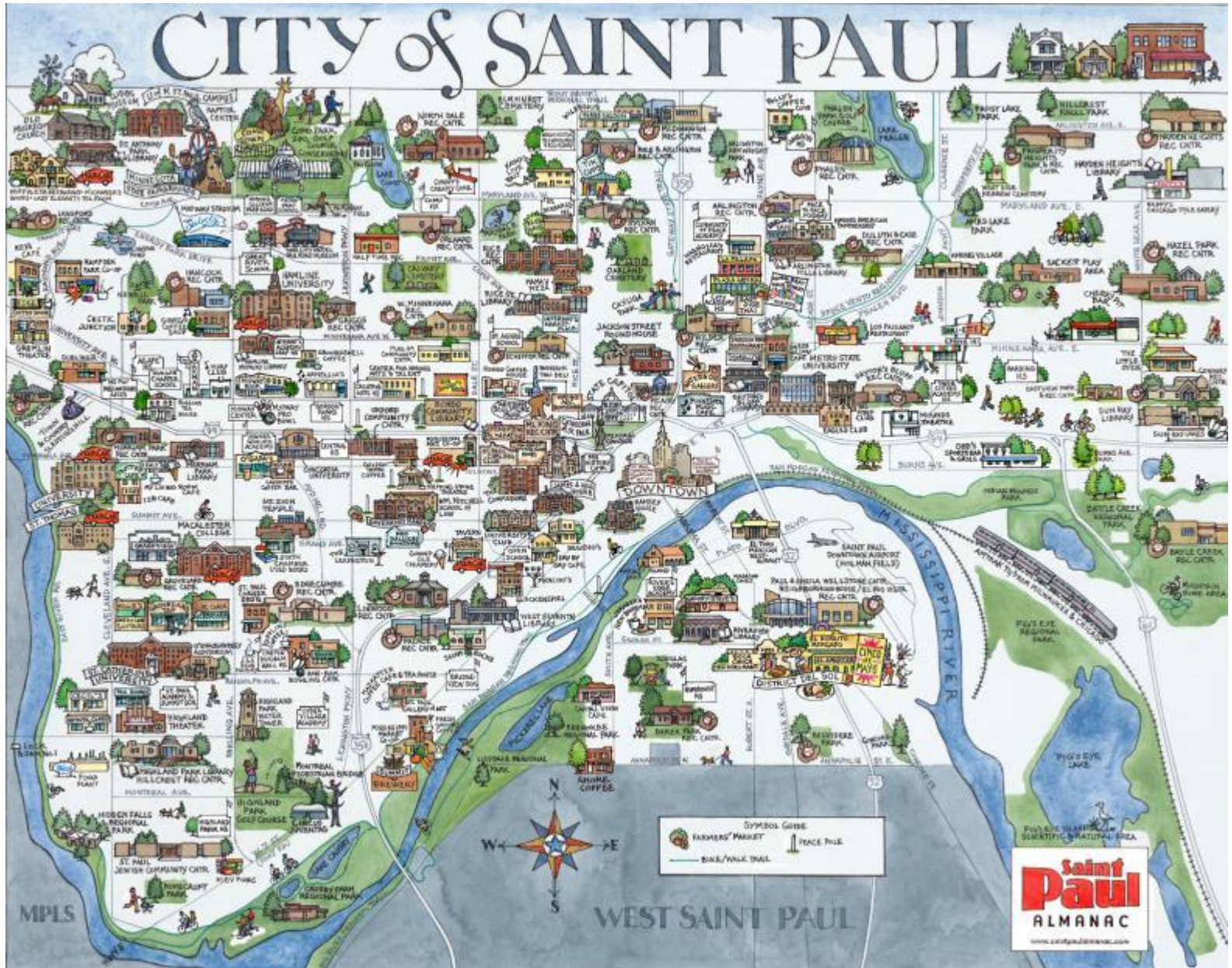
# SESSION 1 & 2 : MINNEAPOLIS AND ST. PAUL 1920



# Twin Cities Bicycle Routes



# SESSION 1 & 2 : ST. PAUL 2013



## SESSION 2 & 3 : MAP PROJECT

Name: \_\_\_\_\_

**Directions:** Each group will be researching St. Paul/Minneapolis geography during a certain time period. (Depending on what you were assigned) Your job is to create a map using the information you find. Be sure to include everything off of the checklist! Good luck!

Use maps from Session 1 for inspiration and/or these websites:

<http://collections.mnhs.org/maps/>

<http://content.mnhs.org/maps/>

[http://www.historicmapworks.com/Browse/United\\_States/Minnesota/](http://www.historicmapworks.com/Browse/United_States/Minnesota/)

Map checklist:

- Title of the map
- Water
- Transportation
- Streets/land areas
- Buildings
- Homes
- Businesses
- People
- Signs
- Labels
- Group names
- Map key if needed
- Any added details (groups choice)



## SESSION 6: LIST OF MINNESOTA GROWN BUSINESSES

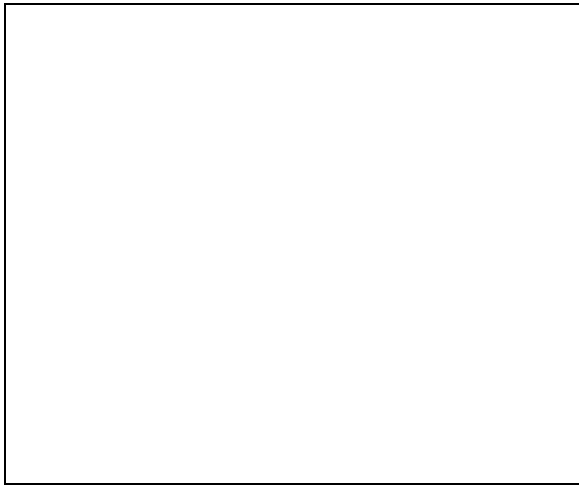
- 3M (Minnesota Mining and Manufacturing).
- Abbott Northwestern Hospital, Inc.,
- Adams Family Mining Co. Records, 1850-1970.
- Askov Publishing Co., Inc., Askov, MN. Records, 1915-81.
- Bemis Company. (manufacturing) Records, 1866-1978.
- Bovey-deLaittre Lumber Co., Minneapolis. Records, 1870-1911.
- Bowman Lumber Co. Records, 1874-1961.
- Braman, Don, & Associates, Minneapolis. (public relations firm) Records, 1941-82.
- Breen Stone and Marble Co., Kasota. (quarrier, manufacturers and dealers in cut stone) Letterpress Books, 1917-19.
- Bronson and Folsom Towing Co., Stillwater. Records, 1870-1916.
- Brown-Blodgett Co., St. Paul. (printing) Records, ca. 1881-1945.
- Calamity J. Contracting, Inc., Minneapolis. (women's cooperative building contractors) Records, 1970-82.
- Campbell, J. C. Co., Duluth. (lumber) Records, 1887-1960.
- Children's Hospital, St. Paul. Records, 1922-84.
- Chisago County Mutual Telephone Co. Records, 1906-58.
- Cloquet Cooperative Society. (general merchandise) Records, 1930-78.
- Cokato Elevator Co. Records, 1893-1919.
- Conwed Corporation, St. Paul. Records, 1921-89.
- Coops, Inc. of St. Paul. (grocery stores) Records, 1938-69.
- Curtis Hotel Co., Minneapolis. Records, 1896-1980.
- Davis, Kellogg & Severance, (law firm), St. Paul. Records, 1900-25.
- Davidson Co., St. Paul. (real estate and land management) Records, 1870-1977.
- Dispatch-Pioneer Press, 1862-1948.
- Donaldson's, L. S., Inc. (department store) Records, 1897-1922.
- Duluth, Missabe and Iron Range Railway Co. Records, 1874-1984.
- Ecolab, Inc. Records, 1940-94 .
- Farmers' Union Central Exchange (CENEX). Records, 1894-1989.
- First Bank Duluth. Records, 1905-46.
- First Midwest Corporation. (venture capital) Records, 1958-90.
- First State Bank of Bowlus. Stock Certificates, 1907-11.
- Foley Brothers, Inc., St. Paul. (construction) Records, 1887-1961.
- Gerber Industries. (milling) Records, 1901-91.
- Gene Sylvestre Associates. (public relations) Records, 1969-87.
- Graco, Inc. (fluid handling equipment) Records, 1926-92.
- Grain Belt Breweries, Inc., Minneapolis. Records, 1890-1976.
- Great Northern Railway Co. Records, 1854-1970.
- Harkin Store, West Newton. (general store) Records, ca. 1853-1965.
- Hennepin Savings and Loan Association. Records, 1895-1957.
- Hersey, Staples and Co., Stillwater. (lumber) Records, 1831-1934.
- Home Coop Club, Nashwauk. (lumber) Records, 1909-1966.
- Homeseekers Land Co., Chippewa Falls, Wisconsin. Papers, 1895-1940.
- Honeywell, Inc., Minneapolis. Records, 1890-1980.
- International Multifoods Corporation. Records, 1861-1992.
- Janney, Semple Hill Co., Minneapolis. (wholesale hardware) Records, 1866-1951 .
- Jefferson Transportation Co. Records, 1883-1996.
- Knox Lumber Co. Records, 1941-95.
- Laird, Norton Co., Winona. (lumber) Records, 1855-1958.
- Lindsay Brothers Co., Minneapolis. (implement distributor) Records, ca. 1880s-1980s.
- Lindstrom Creamery Assoc. Records, 1895-1975.
- Longyear, E. J., Co., Minneapolis. (mining exploration and drilling) Records, 1885-1949.

- MacAloon, Lloyd M., and Associates, Minneapolis. (labor relations) Records, 1933-79.
- Mankato Brick & Tile Co. Records, 1892-1984.
- McAuley, J. A., Meat Market. Records, 1855-1939.
- McLeod County Publishing Co. Records, 1918-43.
- Mesaba Iron Co., Duluth. Records, 1882-1906. Midland Cooperative. Records, 1917-82.
- Northern Pine Manufacturers Association, Minneapolis. Records, 1890-1960.
- St. Paul Fire Insurance Patrol. Records, 1893-1943, 1965-67.
- Andersen, Elmer L. (H. B. Fuller, newspaper publishing) Papers, 1907-48.
- Bailly, Alexis. (fur trade) Papers, 1821-98.
- Bell, James Ford. (General Mills) Papers, 1916-60.
- Brackett, George. (milling, construction) Papers, 1858-1920.
- Brittin, Lewis H. (Northwest Airlines) Papers, 1913-53.
- Brown, Garfield W. (law) Papers, 1906-67.
- Bullis, Harry A. (General Mills) Papers, 1898-1965.
- Clark, Charles H., & Family. (hardware) Papers, 1807-1964.
- Clark, Edwin. (flour milling) Papers, 1855-1923.
- Davis, Edward W. (mining) Papers, 1883-1973.
- Davis, Ken and Barbara Jo. (barbecue sauce and other food products) Papers, 1957-93.
- Deubener, Walter Henry. (inventor of paper shopping bag) Papers, 1899-1972.
- Godfrey, Ard, & Family. (lumber mill) Papers, 1839-1945.
- Gray, Thomas. (drugs, real estate) Papers, 1857-1930.
- Gross, Nicholas. (mortician), Papers, 1860-1947.
- Harris, Samuel A., & Family. (banking) Papers, 1846-1945.
- Hauge, Gabriel S. (banking) Papers, 1929-81.
- Hayes, Moses P. (foundry) Papers, 1859-88.
- Heck, Peter. (blacksmith) Papers, 1879-88.
- Heerman, Edward E. (steamboat) Records, 1857-85.
- Lorentzsen, Norman M. (Northern Pacific Railway) Papers, 1936-82.
- Mayer, Andrew & Family. (farming) Papers, 1940-62.
- MacMahon, William H. (industrial relations) Papers, 1920-55.
- Meighen, Thomas J., & Family. (general store, banking, real estate) Papers, 1830s-1980s.
- Menk, Louis W. (Northern Pacific Railway) Papers, 1953-81.
- Menzel, Bruno, & Family. Papers, 1881-1940.
- Murphy, Kingsley H., & Family. (publishing, communication) Papers, 1886-1986.
- Musser, John. (lumbering, paper milling) Papers, 1936-91.
- Neils, Henry J. (Flour City Ornamental Iron Co., Alumacraft, Champion Motors, J. Neils Lumber Co.) Papers, 1911-88.
- Phillips, Jay. (beverage wholesaler) Papers, 1920-92.
- Pillsbury, John S. Papers, 1833-1934.
- Powell, Ransom J. (law, lumbering) Papers, 1896-1938.
- Pratschner, Louis. (blacksmith) Ledgers, 1886-1908.
- Scott, Louis N., & Family. (theater manager and owner) Papers, 1882-1943.
- Smith, J. Russell, & Family. (real estate) Papers, 1860-1955.
- Sommer, Clifford C. (banking) Papers, 1928-80.
- Steele, Franklin. (lumbering, real estate) Papers, 1839-88.
- Thatcher, M. W. (Farmers Union Grain Terminal Association) Papers, 1923-77.
- Tozer, David, Co., Stillwater. (lumbering and related businesses) Papers, 1857-1930.

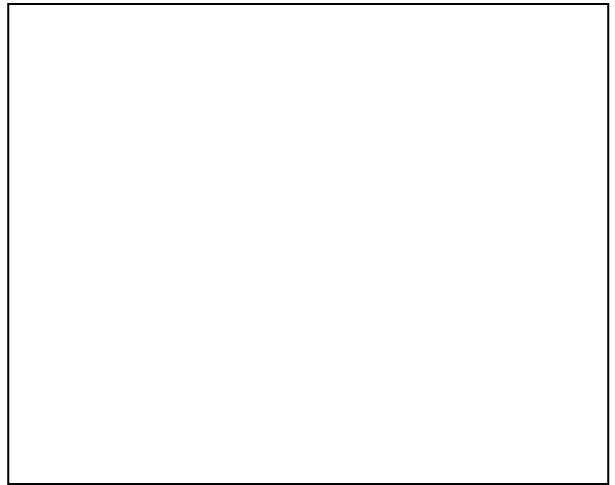


## SESSION 7 & 8: NEWSPAPER ARTICLE

Past (draw a picture)



Present (draw a picture)



How was the business started?	What made it successful?	Extra! Extra! Here is our scandal!
Free choice!	History Mystery	

## SESSION 8: PEOPLE BINGO

<p>What is the name of the last movie you saw?</p> <p>1. _____</p> <p>2. _____</p> <p>_____</p>	<p>How many letters are in your last name?</p> <p>1. _____</p> <p>2. _____</p>	<p>In what subject do you plan to earn an "A"?</p> <p>1. _____</p> <p>2. _____</p>	<p>What did you eat for breakfast?</p> <p>1. _____</p> <p>2. _____</p>	<p>Do you have any pets?</p> <p>1. _____</p> <p>2. _____</p>
<p>What is your favorite food?</p> <p>1. _____</p> <p>2. _____</p>	<p>What are the first three digits in your phone number?</p> <p>1. _____</p> <p>2. _____</p>	<p>Have you ever had your tonsils removed?</p> <p>1. _____</p> <p>2. _____</p>	<p>How many brothers and sisters do you have? (Don't count yourself)</p> <p>1. ____ 2. ____</p>	<p>Do you ride on a school bus?</p> <p>1. _____</p> <p>2. _____</p>
<p>What time did you go to bed last night?</p> <p>1. _____</p> <p>2. _____</p>	<p>What color are your socks?</p> <p>1. _____</p> <p>2. _____</p>	<p><b>TEACHER'S SIGNATURE</b></p> <p>_____</p>	<p>What is your favorite month?</p> <p>1. _____</p> <p>2. _____</p>	<p>What is your favorite sport?</p> <p>1. _____</p> <p>2. _____</p>
<p>What is your favorite animal?</p> <p>1. _____</p> <p>2. _____</p>	<p>What street or road do you live on?</p> <p>1. _____</p> <p>2. _____</p>	<p>What month is your birthday?</p> <p>1. _____</p> <p>2. _____</p>	<p>What is the name of the last video you watched?</p> <p>1. _____</p> <p>2. _____</p>	<p>Name one item you have in your pocket.</p> <p>1. _____</p> <p>2. _____</p>
<p>What is the name of your favorite pro football team?</p> <p>1. _____</p> <p>2. _____</p>	<p>Name one planet.</p> <p>1. _____</p> <p>2. _____</p>	<p>What is your favorite color?</p> <p>1. _____</p> <p>2. _____</p>	<p>What game, not a sport, do you like to play? (for example: checkers)</p> <p>1. _____</p> <p>2. _____</p>	<p>Where is your favorite place to be?</p> <p>1. _____</p> <p>2. _____</p>

## SESSION 9: FAMOUS MINNESOTANS

(Please see website for even more great ideas)

- [Peter Agre](#)
- [Grady Alderman](#)
- [Cole Aldrich](#)
- [Gary Anderson](#)
- [Louie Anderson](#)
- [David Backes](#)
- [Keith Barber](#)
- [Dean Barkley](#)
- [Carol Bartz](#)
- [Earl Battey](#)
- [Elgin Baylor](#)
- [Charles Baxter](#)
- [Patty Berg](#)
- [Bill Berry](#)
- [Jessica Biel](#)
- [Juan Berenguer](#)
- [Matt Birk](#)
- [Matt Blair](#)
- [Lyman Bostock](#)
- [Todd Bouman](#)
- [Herb Brooks](#)
- [Neal Broten](#)
- [Brianna Brown](#)
- [Pierce Butler](#)
- [Mevin Calvin](#)
- [Prince](#)
- [Gretchen Carlson](#)
- [Anthony Carter](#)
- [Kiki Carter](#)
- [Dave Casper](#)
- [William Colby](#)
- [Joan Davis](#)
- [Pete Docter](#)
- [Kate Dimillo](#)
- [Joanne Dorian](#)
- [Sally Dworsky](#)
- [Kimberly Elise](#)
- [Richard Eberhart](#)
- [Gil Elvgren](#)
- [Eric Enstrom](#)
- [Mike Farrell](#)
- [Al Franken](#)
- [Robert R. Gilruth](#)
- [Steven Greenberg](#)

## SESSION 9: FAMOUS MINNESOTAN PROJECT

**Person I am researching:**

**They are famous for:**

**Write a 3 to 5 sentence biography of your person:**

**Create a small timeline for this person's life:**

**This person inspires me because:**

**A symbol, image or piece of art that symbolizes this person is (draw below):**

**Another thing that is really interesting about my person is:**

## **SESSION 11: 30 YEAR INSPIRATION PROJECT**

**Imagine yourself in 30 years. You are doing something you love and are good at. People look up to you because you work hard at what you do. Tell us about it.**

**What are you famous for?**

**How did you start this skill/trade?**

**How did you keep your business going?**

**Have you had any failures? How did you overcome them?**

**What education do you have?**

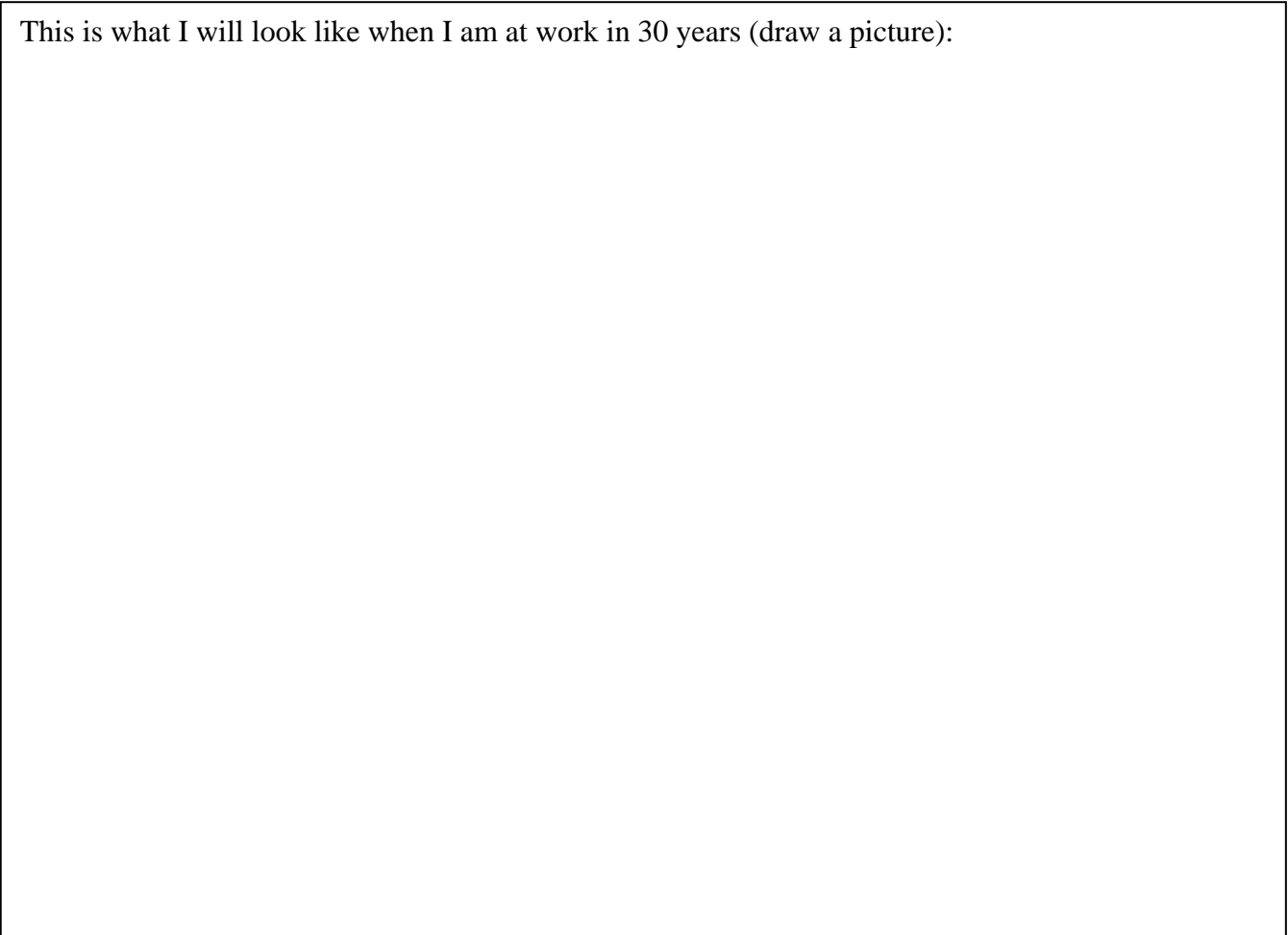


**How did you start your business/get your job?**

**Who was your inspiration? Inspiration from Minnesota? Why?**

**What else can you tell us about yourself school, family, location?**

This is what I will look like when I am at work in 30 years (draw a picture):



**Welcome to the 30-  
Year Twin Cities  
History Mystery class  
Reunion!**

**Eat, talk, have fun!**

### Reunion Banquet Talking Points

- What are you famous for?
- Did you have to work hard to get there?
- What do you do?
- Do you have employees?
- What did you learn about your Minnesota inspiration?
- Tell me more about your life, what you did to get to where you

### Reunion Banquet Talking Points

- What are you famous for?
- Did you have to work hard to get there?
- What do you do?
- Do you have employees?
- What did you learn about your Minnesota inspiration?
- Tell me more about your life, what you did to get to where you

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- What do you do?
- Do you have employees?
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- Tell me more about your life, what you did to get to where you

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- Do you have employees?
- What did you learn about your Minnesota inspiration?
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- What do you do?
- Do you have employees?
- What did you learn about your Minnesota inspiration?
- Tell me more about your life, what you did to get to where you

### Reunion Banquet Talking Points

- What are you famous for?
- Did you have to work hard to get there?
- What do you do?
- Do you have employees?
- What did you learn about your Minnesota inspiration?
- Tell me more about your life, what you did to get to where you

## SESSION 13: SPOOKY PLACES

### **The Fitzgerald Theater**

*10 East Exchange Street, St. Paul*

Most of the unexplained phenomenon that happen at the one hundred-year-old theater are blamed on a stagehand named Ben who died in the '40s. Workers complain they hear Ben's ghost dropping beer bottles, his shadow is seen moving up in the workings, and a cold chill is felt near an entrance to the theater that was long ago blocked off. Though Ben is supposedly harmless, one story says he nearly killed two workers by dropping a huge chunk of plaster on them from the catwalks.



### **Wabasha Street Caves**

*215 Wabasha Street South, St. Paul*



During Prohibition, the Wabasha Street Caves hosted law breakers such as John Dillinger and Ma Barker at its speakeasy, but not everyone left dancing the Charleston. The caves are said to be haunted by three gangsters who were massacred in a back room and buried under the cement floors. Owner Donna Bremer says her employees and guests have seen figures dressed in suits from the '20s, and strange mists float through the halls. A ghost

bartender refills wine glasses and the apparition of a madam named Nina Clifford appears -- and disappears - in full period costume.

### **Minneapolis City Hall** *350 South 5th Street, Minneapolis*

Picture is from 1904 – look how different Minneapolis looks. Where is the rest of downtown?

John Moshik -- the last man to be hanged in Minnesota -- took three minutes to die at his bungled execution at City Hall in 1898. His crime: murdering a man for a measly \$14. The courtroom where he was convicted, the place where he was hanged and the mayor's office are all said to be haunted by an angry Moshik. The dead man rearranges photos at his most harmless, and makes judges and attorneys to fall deathly ill at his worst. He has appeared before workers and other inmates, dressed only in his boxers.



### **Grey Cloud Island**

This strange island near Cottage Grove has the highest concentration of Native American burial mounds in the country. Today, a community that does not take too kindly to ghost seekers sparsely populates it. Some report being run off the island by a disgruntled resident in a white truck. Despite the locals' objections, there are plenty of weird tales that come back from Grey Cloud. Some say they've seen floating orbs of light, others report a translucent ghost motorcyclist riding down the island's undeveloped roads, and still others see a young mother mourning over her deceased infant child.



### **Gibbs Farmhouse**

*2097 West Larpenteur Avenue, St. Paul*



Willie Gibbs was only nine years old when he faced a raging prairie fire that threatened his family's farmhouse in 1867. Though the house was saved, Willie succumbed to smoke inhalation and died soon afterward. His ghost likes to do what any rambunctious nine-year-old would -- he removes toys from inside locked display cabinets, then leaves them strewn across the floor for whoever opens the museum to clean up. He opens and shuts cabinet doors, and raises a racket rocking

back and forth in an upstairs rocking chair. Some even say they've seen the face of a young boy peering out of the farmhouse windows.

### **First Ave.**

*701 First Avenue, Minneapolis*

One of Minnesota's more grisly spirits is that of a blonde woman in a green jacket who supposedly hanged herself in the fifth stall of this legendary music venue's bathroom. She'll sometimes reveal herself, still hanging, to unlucky patrons. Workers have dubbed a lesser-known spirit "Slippy" who makes a balloon appear and float up and down one of the staircases. The club is also the site of plenty of unexplained equipment malfunctions and destruction, which either means the spirits are restless or they make very good rock stars.





Who are famous athletes from Minnesota sports?

Name	Sport/team	Awards

What world events affected this sport? How were the events handled? Example - In baseball, there were many leagues that were racially segregated. For many sports, women could not participate. People with physical disabilities sometimes have their own version of the sport.

Event/circumstances	Sport	How it affected the sport	When it ended/does it still happen?

How has the sport changed over the years?

Sport level	Old rule	New rule	Date

Any other information about this sport in Minnesota we should know?

How and where could someone your age start playing this sport in St. Paul or Minneapolis?

## SESSION 18: SPORTS EMPIRE

Empire name \_\_\_\_\_

Sport \_\_\_\_\_

Rec team name and location: \_\_\_\_\_

Highschool team name and location: \_\_\_\_\_

College team and location: \_\_\_\_\_

Professional team name and location: \_\_\_\_\_

### **Your poster board includes:**

Stadium design

Sport rules

Roster

Founder

Date founded

A sample player's card

Team logo

Team Mascot



# MY BUSINESS BOOK

LET'S TALK MINNESOTA BUSINESS

**Entrepreneur's Name:**

## BUSINESS VOCABULARY

## 1 MINUTE BUSINESS CHALLENGE

How many businesses can you list in under 1 minute?

## BUSINESS INVESTIGATION

**Business Name:** \_\_\_\_\_

- **How was the business started? Who started it?**
  
- **What did they do that was successful for their business? Did they do anything that was harmful, or did the business struggle at all?**
  
- **Were there any scandals or sneaky information the business was trying to hide that was discovered?**
  
- **How has the building/company developed? When did it start, is it still here now? Who worked/still worked for the company?**

- **Time to put the history here! Add any details you know about the company. Was it part of WWI or WW2? Any big economic changes occur for the company?**
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- **Create your own questions and answers for this section.**

**Draw a picture of your business:**



