

## Settlement of the Twin Cities

**Overview:** Students will learn reasons why people settle in certain places and how their geographic location and pull factors impact people's decision. Specifically, the students will examine the geographic location of the Twin Cities and identify what features in the location benefited the settlers that led to prosperity.

### Minnesota Social Studies Standards:

#### V. Geography

#### B. Essential Skills

1. The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global

#1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources

#2. Students will make inferences and draw conclusions about the character of places based on a comparison of maps, aerial photos, and other images.

#3. Students will demonstrate the ability to use geographic information from a variety of sources to determine feasible locations for economic activities and examine voting behavior.

### Objectives:

- Students will draw a map of where they live to examine where they see themselves in their relative location.
- Students will find out what pulled them to the Twin Cities area by talking with family members.
- Identify why locations are chosen for settlements.
- List what people need to survive and describe what kind of location would be needed to meet those requirements.
- Identify what features and landforms the Twin Cities has that made it a choice for settlement.
- Understand how the early activities of settlers paved the way for urban activities of trade and commerce.
- Identify on a map the Minnesota River, Mississippi River, their confluence point, Fort Snelling, St. Anthony Falls, and the locations of the first settlements of Minneapolis and St. Paul.
- Assemble a settlement and migration timeline of the Twin Cities with dates, events, density maps, and some pictures.
- Comprehend vocabulary associated with settlement and the reading material.

**Grade Level:** 9-12 English Language Learners (Most likely in their 2<sup>nd</sup> or 3<sup>rd</sup> year of learning English)

**Time:** 8 days with fifty-minute class periods

**Subjects/Topics:** This lesson looks at what made the Twin Cities a good place for settlement and how its location impacted its growth to create an urban center. This is a historical examination of geography and could be tied to other local and Minnesota history lessons.

**Required Materials:**

- Construction paper, markers, scissors, pictures of some of the events, density maps of the area in different time periods, and tape for the time line
- Overheads or handouts of maps
- Early photos or paintings of settlements in the Twin Cities (or your area)
- Visuals and definitions of key vocabulary if teaching ELL students
- Student copies of the reading chosen related to settlement and space to write their responses
- Vocabulary Handout of definitions and visuals if teaching ELL students
- Vocabulary Worksheet
- Old site map worksheet to identify key places (Minnesota River, Mississippi River, their confluence point, Fort Snelling, St. Anthony Falls, and locations of the first settlements of Minneapolis and St. Paul) and some colored utensils to shade water and places

**Suggested Procedures:****Day One:**

1. Begin by having students draw a map of where they live. When they have finished have them share their maps with a neighbor, and compare and contrast the similarities and differences. Ask them to share what they drew their map of and ask why they drew certain features or landmarks that they included.
2. Tell the students that just as they drew a map, early European and American settlers had to draw maps of this area when they first came here. For ELL students an overview of vocabulary would be needed here. Provide examples of key terms with a visual and use the word in a sentence.
3. In small groups have the students list what people need to survive/live. Have them describe in writing (drawing is an option to fill in for words they might not know in English) what a good location would include for human settlement.
4. Call on students to share their ideas. Have a student or students write ideas on board or large paper. Add to their list if need be. Tape up their drawings if there is room so students can share their work.
5. Mini lecture on early settlers with visual aids. (Look to the suggested resources or refer to your own for your specific area.)

**Day Two:**

1. Tell the students that early settlers looked for place that would meet their needs and wants. Ask them why they (family or ancestors) settled in the Twin Cities area. Ask them what pulls people here today. Ask them what was here in the landscape and in our geographic location that drew settlers.
2. Put on the overhead a map from early settlement. Have the students follow directions and label key locations and features with colored pencils. Explain the map and their location in it. Ask them to look at it and think of their own maps. Tell them to compare and contrast the two maps. If applicable, ask them to try and locate where their house would be on the old site map, then explain the places on the map using an overhead. Put up overhead of a current map

encompassing the whole metro area (or your town or county) and point out the location of the old settlement to put it in the context of the larger area.

3. Tell them their homework assignment: Ask their parents, grandparents, aunts, or uncles why their family moved to and settled in the Twin Cities. What was here that pulled them in? Tell your family what we have been learning today. Bring home your two map sketches to share with your family and have them sign the back of them. Bring them back with responses.

### **Day Three:**

1. Review the new vocabulary from the day before.
2. Have students pair up with another student and share what their family said with a guided response if needed. Example: My family came to the Twin Cities because \_\_\_\_\_. If teaching ELL students encourage them to speak as much English as they can with their partner. Then call on pairs and ask them to share with the class in English what their partner told them. Write down ideas on board or large paper, and tally mark repeated reasons. Add more reasons and suggestions if needed. List may include: family was here, jobs, education, other economic reasons, church organization, to be part of a common cultural community, etc. Reiterate the ideas from the mini lecture from the day before and how some reasons are still the same for moving/migrating and settling in a new city/country and how some are different.
3. Pass out cut up pieces of paper with time line information to students. Have them tape the dated events on the time line. Make sure they put them in the right place in time. Then hand out the pictures for the time line and have different students match them to the dated events and tape them above or below the words. Then read and explain the events. Show them the density maps on the overhead and then have the students tape paper copies of them to the time line in appropriate spots.

### **Day Four:**

1. Hand out Vocabulary Worksheet. One column has the vocabulary word and space for a definition, and one column has a visual of the word. Have them use dictionaries to find definitions and write the definitions in the space provided.
2. If needed, review as a class to make sure each student has the correct definition.

### **Day Five:**

1. Prior to the reading walk to a nearby location in the area that relates to early settlement and point out important features in the landscape. (If that is not possible have photos or pictures related to the reading to get the students ready for their reading.)

### **Day Six:**

1. Before reading go over the vocabulary; during the reading have the student write the four most important words in their 1-4 boxes of keynote diagram. When finished with the reading have the students summarize what they learned using those four words.

### **Day Seven:**

1. To bring the lesson to a close have students discuss the reading, timeline, their lists, and other information from the two days with their partner or in small groups. For informal assessment discuss these questions:
  - What makes a location a good place for a settlement?
  - Why did the European and American settlers choose the Twin City area for permanent settlements?

- What geographic features did the settlers use to create an urban settlement?

### **Day Eight:**

1. Have the students take a test that includes key items and objectives.

### **Book Resources:**

- Goodrich, Albert M. History of Anoka County: And the Towns of Champlin and Dayton in Hennepin County, Minnesota. Minnesota: Anoka Bicentennial Commission, 1976.
- Kenney, Dave. Northern Lights: The Stories of Minnesota's Past. Minnesota Historical Society Press, 2003.
- Mitchell, W.H. An Historical Sketch of Dodge County, Minnesota. Rochester, MN: Federal Union Book and Job Printing Office, 1870.
- Murphy, Cathleen, Ed. and Lanegran, David, Director of Project, Macalester College. Third Grade Guide to Historic St. Paul: A curriculum including lesson plans, teacher notes, worksheets, illustrations, and guided field trips.
- Upham, Warren. Minnesota Place Names: A Geographical Encyclopedia. St. Paul, MN: Minnesota Historical Society Press, 2001.
- Zellie, Carole. Geographic Features and Landscape Change at Saint Anthony Falls: A Report. St. Paul MN: Landscape Research, 1989.

### **Web Resources:**

Minnesota History Center

<http://www.mnhs.org>

Minnesota QuickFacts from the U.S. Census Bureau

<http://www.quickfacts.census.gov/qfd/states/27000.html>

Minnesota QuickFacts from the U.S. Census Bureau

[http://www.quickfacts.census.gov/qfd/maps/minnesota\\_map.html](http://www.quickfacts.census.gov/qfd/maps/minnesota_map.html)