



Recipe FOR A Mill City

A Curriculum Kit for Minneapolis Third Grade Students

Teacher Guide

“More than 100 years ago, converging forces made Minneapolis the flour-milling capital of the world. Whoever you are, wherever you’re from, what happened here continues to shape your world.”



Minnesota Historical Society

POWER

Theme

PEOPLE Theme

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Introduction

Welcome to Recipe for a Mill City, a curriculum kit for Minneapolis Public School third graders who will be visiting Mill City Museum. We hope you and your students enjoy the pre and post visit activities this curriculum kit has to offer.

The Recipe for a Mill City curriculum focuses on the following qualities:

- Multi-disciplinary approach: The curriculum supports the student's mastery of basic skills and provides content and activities in language arts, science, and social studies;
- Multi-cultural approach: The curriculum is relevant to diverse student populations with instruction that reflects their interests and points of view;
- Integration of classroom curriculum: The curriculum enhances and supports the regular classroom course of study and is aligned to district grade level expectations.

This curriculum kit is not intended to be a complete overview of Minneapolis history or the milling industry in Minnesota. Instead, it focuses on three interconnected themes: People, Power and Flour.

A menu of all the pre and post activities is listed under each theme section. Prerequisites are listed in each lesson plan. You may pick and choose which activities work the best for you and your students.

You may also use the Communities Theme Charts to find which activities best suit your curriculum.

Acknowledgements

A special thank you to the McKnight Foundation for making Recipe for a Mill City possible.

Thank you to Bev Lillquist, Dana Carmichael-Tanaka, and Dorothy Hoffman in Teacher and Instructional Services from Minneapolis Public Schools.

A huge thank you to our teacher/advisors from Minneapolis Public Schools who assisted in the development of the initial curriculum conception: Toby Finlay, Pat Johnson, Linda Melssen and Stephanie Thomas from Bancroft School; Della Harr, DeNise Pellinen, and Dawn Porter from Jefferson School; and Patty Campbell, Nancy Grein, Matt Headrick, Youa Lee, Barb Roach, Dan Steinhacker, and Linda Wilterdink from North Star School.

Also, thank you to the 2002-2003 third grade students from Bancroft, Jefferson, and North Star for your wonderful feedback!

Flour Vocabulary Definitions

Grain	A hard seed of a plant
Wheat	A plant that is grown in Minnesota. The grain [hard seeds of a plant] of wheat can be ground into flour to create breads, cereal, and pasta.
Flour	Ground up grain (like wheat). Bread, cereal, and pasta are made from flour.
Bread	A food made from flour that can be baked in an oven or fried
Flourmill	A building with machines that grind grain into flour
Miller	A person who grinds grain into flour
Farmer	Farmers make food by growing plants and animals
Tractor	A tractor is a powerful vehicle that can pull a plow or other farm tools
Harvest	To gather a crop [like wheat] that is ripe in a field
Combine	A big machine used to harvest and thresh wheat
Thresher	A machine used to remove the wheat seeds from the rest of the plant
Grain Elevator	A building for storing and unloading
Boxcar	The part of the train used to carry grain such as wheat
Baker	Someone who makes their living by creating baked foods, such as breads, cakes, and cookies
Grocer	A person that sells food
Product	Something made, created, or produced
Advertisement	A way to sell something by describing it
Millstone	Big stones used for grinding wheat
Sawmill	A building with machines for sawing logs
Bonanza Farm	A very big farm where plants are grown and animals are raised
Artifact	An object that was used by people in the past
Invention	Something that has been made for the first time
Power	A source of strength

PRE-VISIT

What Different Grains Do You Eat?

POWER

Goals

Before diving into the concept of wheat and milling, students need to understand the definition of grain. What better way to connect with what students know and understand than by food!

Objectives

As a class, students will brainstorm a list of different grains.

Students will identify which foods they eat that are made out of different grains by circling them in their booklet.

Students will hypothesize which grains certain foods are made of.

Community Connections

Human Geographic Features-Cultural Diversity

Wants and Needs

Ethnic and National Backgrounds

Other Standard Connections

Read, Listen, View-

- Literal Comprehension

- Interpreting presentations of data

- Interpretation and Evaluation

- Make predictions based on information

- Make conclusions based on information

Inquiry and Research- Display gathered information using the appropriate format

Prerequisites

None

Time

20-30 minutes

Materials

Booklets

Pencil

Wheat plant

Chalk/chalkboard or markers/butcher paper

Introduction

Hold up wheat plant. Can anyone tell me what this is?

On the ends of this wheat plant, you will see something. Can you tell me what you see? *Seeds.* Another word for these hard seeds is grain. Have you ever heard that word before? *Discuss.* A grain is a hard seed of a plant. Let's make a list of grains that you can think of. *Make brainstorm list of different grains.*

Main Activity

And do you know what? You probably eat grains everyday! Raise your hand if you remember what you ate for breakfast this morning. *Get answers. Discuss what grains those foods might be made out of.*

Pass out booklets. Ask students to write their name on the space provided on the cover of the booklet. Open booklet to the first page. Model activity. Please open your books to the first page. On the page, you will see pictures of many different kinds of foods made out of different grains. What is grain again? *Vocabulary check.* Please circle the foods that you and your family eat. Once you are finished circling the foods, you may try to figure out what grains the foods are made out of and write them on the lines underneath the titles of the foods.

Closure

As a class, discuss the findings of what grain each food is made from.

Assessment

Have students hand in their activity booklets after every activity.

When reviewing their booklets, look to see if students circled different foods and made some attempt to guess which kind of grain it is made from.

PRE-VISIT

Wheat Web It!

POWER**Goals**

The word “mill” is a hard concept to grasp. If students are going to visit Mill City Museum, they need to know what a mill is. There are many other concepts connected to a mill. This web activity will help to develop “habits of mind” when learning about the interactions between milling, people, and St. Anthony Falls. Webbing will help students organize and clarify concepts. They will begin to see interconnections and relationships between people, waterpower, and flour.

Objectives

As a teacher led activity, students will list ideas connected to the definition of a flourmill. Students will create their own wheat web to organize their own definition of a flourmill. Students will brainstorm the answer for the “who, what, where, when, and why” of a flourmill.

Community Connections

Human Community Features
Wants and Needs

Other Standard Connections

Inquiry and Research
 Recording gathered information
 Display gathered information using the appropriate format
Read, Listen, View
 Literal Comprehension
 Interpreting presentations of data

Prerequisites

What Different Grains Do You Eat?

Books and Articles helpful for this activity

Brown, Marcia. Stone Soup. New York: Macmillan Publishing, 1975.
ISBN 0-689-71103-4.

Barton, Byron. The Little Red Hen. New York: Harper Collins, 1997.

Carle, Eric. Pancakes, Pancakes! New York: Simon & Schuster, 1990.
ISBN 0-689-82246-4

Carle, Eric. Walter the Baker. New York: Simon & Schuster, 1995.
ISBN 0-590-44452

Cowley, Joy. A Monster Sandwich. Bothwell: The Wright Group, 1990.

Czernecki, Stefan and Timothy Rhodes. The Sleeping Bread. New York: Hyperion Books for Children, 1992.

Davis, Matt. The Baizel Berry Bread. Palos Verdes Estates: Cobblestone Publishers, 1998.
de Paola, Tomie. Pancakes. Jovanovich: Harcourt Brace, 1978.
ISBN 0-590-45136-7

Dooley, Norah. Everybody Bakes Bread. New York: Carolrhoda Books, 1996.

Dragonwagon, Crescent. This is the Bread I Baked for Ned. New York: Macmillan, 1989.
ISBN 0-02-733220-9

Gershator, David and Phyliss. Bread is for Eating. New York: Henry Holt & Company, 1995.
ISBN 0-8050-3173-1 (Spanish version also available.)

Kalman, Bobbie. The Gristmill. New York: Crabtree Publishing Company, 1990.
This book is highly recommended by teachers!

Sturges, Philemon. The Little Red Hen Makes a Pizza. New York: Dutton Children's Books, 1999.
ISBN 0-525-45953-7

Time

30 minutes-15 minutes for classroom web, 15 minutes for wheat web activity

Materials

Large piece of butcher paper
Markers (red, blue, green, etc.)
Wheat piece
Container (see through) with flour in it
Booklets
Pencils

Introduction

Hold up a piece of wheat. Does anyone remember what this is? *Discuss.*

Wheat is grown here in Minnesota.

What do you eat that is made out of wheat? *Possible ideas: bread, cereal, and pasta*

Pull off a hard seed of wheat plant. But how does a small grain of wheat become part of a piece of bread? *Discuss ideas.*

The wheat has to get ground up and made into...(Show flour container ask for ideas) flour! These grains of wheat get ground up to become flour.

Soon, we will be visiting a place called Mill City Museum. It was a flourmill. A flourmill is a place where grains of wheat get ground up into flour. Flourmill... Has anyone ever heard that word before? *Get responses.*

Main Activity

Make a web as a class. This web will be open ended and used as a model for the wheat web in their booklets. It may be helpful to read some of the books and articles included on the resource list to guide students to the main concepts.

Some of the ideas:

Who: Farmers growing wheat, truck drivers hauling wheat to the grain elevators, grain elevator operators, train conductors taking the wheat to flourmill, millers, bakers, grocers, people of Minneapolis

What: Wheat is taken to a flourmill to get ground up into flour. This flour is made into many of the foods we eat such as cereal, bread, and pasta. Flourmills were built in Minneapolis because of the huge amount of power that could be generated at St. Anthony Falls.

Where: The very first mill in Minnesota was at St. Anthony Falls in 1823 for the soldiers at Ft. Snelling. Flour milling helped Minneapolis grow into the city that it is today.

When: In 1880, 75 percent of the goods manufactured in Minneapolis came from the mills based at the falls, by 1890, Minneapolis was the largest milling center in the world. Milling is still happening today!

Why: Flour milling brought people, jobs, and money to Minneapolis.

Draw a circle with ideas radiating from it on the piece of butcher paper. Write "flourmill" in the middle. Ask students to contribute ideas, which relate to a flourmill and have each idea radiate out from the topic. Portray each new concept as its own circle.

Now, it is your turn to create your own wheat web!

Pass out booklets to class. The wheat web activity is on the second page. Show and model the wheat web.

Students will create their own wheat web, answering the question of who, what, where, when, and why of a flourmill. They may take ideas from the classroom flourmill web or create their own. Encourage students to branch out as much as possible. Students may also illustrate their ideas.

Closure

What is a flourmill?

Why do people grind wheat up? What does it become?

What is something that you eat that is made out of flour?

Assessment

Have the students hand in their activity booklets after every activity.

When reviewing their booklets, look to see if students added ideas to their web. Did they go beyond what you were webbing in class? Did they answer the questions of who, what, where, when, and why? In creating their own web, this gives students a variety of ways to show what they have learned taking into consideration the many different learning styles and learning abilities.

PRE-VISIT

What Do You Know? What Else Do You Know?

POWER**Goals**

Students will be introduced to many new words as they learn about power and visit Mill City Museum. This activity will introduce vocabulary words related to Mill City Museum and serve as a building block to future pre-visit, visit, and post-visit activities.

Objectives

Students will read the new vocabulary words.

Students will place a check in the column that best describes what they know about the new word.

Other Standard Connections

Read, Listen, View

Literal Comprehension

Prerequisites

What Different Grains Do You Eat?

Wheat Web It

Time

10-15 minutes

Materials

Booklets and Pencils

Introduction

Ask students to place a check in the column that best describes what they know about the new word.

Main Activity

There will be space at the bottom of the page for students to write other words that they have heard, learned, defined, etc. More words can be added even from the wheat web activity. Words can be added every day! Even during the visit and post visit activities!

Closure

Make sure that students have checked all of their words.

Assessment

Teachers can determine whether the students understood the information and directions by looking in their booklet.

Note: Students should add as many vocabulary words to this list as possible. One of the last pre-visit activities is “Vocabulary Bingo.” Students will need to learn at least 24 vocabulary words to participate in this activity.

PRE-VISIT

Water Collage

POWER**Goals**

This activity will give students a chance to think about water as a form of power/energy. It will also get them thinking about where they may find bodies of water in their community.

Objectives

Students will record their water=power ideas on their brainstorm list.

Students will locate pictures or phrases from magazines to symbolize concepts of water as a form of power.

Students will locate pictures of places where they find water.

Students will label the pictures and/or illustrations.

Students will construct a collage about water=power.

Students will present their water=power findings to the class.

Community Standard Connections

Physical Community Features

Physical Geographic Features

Reasons for Locations

Other Standard Connections

Inquiry and Research

- Gathering information

- Recording gathered information

- Displaying gathered information using the appropriate format

Write and Speak

- Giving an informal oral presentation by presenting an opinion or idea

Prerequisites

What Different Grains Do You Eat?

Wheat Web It

What Do You Know?

Time

40-50 minutes

Materials

Two cups (one with water in it!)

Towel or paper towels just in case!

Magazines and newspapers- include many areas of interest

Construction paper of assorted colors

Glue, Scissors, Booklets, Pencils, Crayons, Markers

Map of Minneapolis

Recent Photo of St. Anthony Falls (Image Sheet 2)

Introduction

Hold up a small cup of water. Then pour the water into another small cup below it. Pour water again. What am I doing? What is the water doing? When I pour this water, what does it remind you of? Hopefully, waterfall will be one of the ideas.

Have any of you ever seen a waterfall? Where was it? *Discuss.*

Bring out map of Minneapolis. Here is a map of Minneapolis.

Do we have any rivers in or near Minneapolis? Do you see any on this map? What are the rivers' names?

Discuss.

Do we have any lakes in or near Minneapolis? Do you see any on this map? What are their names?

Discuss.

Do we have any waterfalls in Minneapolis? What are their names? *Discuss.*

If St. Anthony Falls does not come up in the conversation, explain to the students:

Did you know that there is a waterfall in downtown Minneapolis? It is near the Mill City Museum, which we will be visiting soon. The waterfall is called St. Anthony Falls. Have any of you ever heard about it or seen it? It looks like this. *Show recent photo.*

Do you know where St. Anthony Falls is located on this map?

Clues for location of St. Anthony Falls: On the Mississippi River, in downtown Minneapolis, near Stone Arch Bridge.

St. Anthony Falls is right in the middle of downtown! Do you think St. Anthony Falls helped Minneapolis grow to become the big city that it is today? Why? Why might people have wanted to move or live by the falls? *Discuss.*

Many flourmills (*vocabulary review*) were built right next to St. Anthony Falls.

Why do you think the mills were built next to the falls? *Discuss.*

Do any of you remember one of our vocabulary words, "power"? What was the definition?

How about the water in this cup? Do you think this water has power or energy? Why or why not?

What if I pour it? (*Pour water into other cup again.*) Do you think it would have power or energy now?

Why or why not?

In small groups or individually, students will brainstorm ideas for as many uses of water (especially connected with power/energy) as they can. They should also include places where they find water. Students will record these ideas in their booklets.

Main Activity

After the students have recorded their ideas in their booklets, they will find pictures of things that connect with their brainstorm lists, water, and power. They will cut out the pictures and form a collage based on their findings. They may also cut out letters or words that apply to water=power or draw some of the pictures on their own. Students will then label their illustrations. After they are done making their collage, they will present their findings to the rest of the class.

Closure

(*Pour water again.*) Falling water does have power/energy. Many flourmills were built right next to a waterfall, St. Anthony Falls. St. Anthony Falls helped give power and energy to many flourmills in the area. It helped Minneapolis grow and become the city that it is today.

Assessment

By looking at the brainstorming activity and the collage, teachers can see how much a student understands about the concept of water. Through the classroom presentations of the collages, a teacher can also hear students explain their ideas about water.

Extended Activities

Students could go more in depth into the basic concept of energy. Energy is defined as the ability to do work. Students could learn about the two types of energy: potential energy and kinetic energy. Potential energy is stored energy. Kinetic energy is energy in motion.

Students could also learn how the two types of energy relate to each other. The relationship is that potential energy is necessary to produce kinetic energy.

Students could also investigate the hydropower station near St. Anthony Falls.

PRE-VISIT

Waterfall!

POWER**Goals**

From the past activities, students now know that there is a waterfall in Minneapolis called St. Anthony Falls. They also should know that flourmills were built near the falls. Understanding *why* mills were built next to the falls (*Falling Water=Power*) can be a hard concept to grasp. This activity will help them realize that water is heavy and when it falls, it creates power. The higher water falls, the more power it generates.

Objectives

Students will conduct an experiment on falling water at different heights.
Students will record their data.
Students will report the conclusions of their experiment.
Students will recognize that water is heavy.
Students will recognize that the higher water falls, the more power it generates.

Communities Standard Connections

Physical Community Features
Physical Geographic Features
Reasons for Locations

Other Standard Connections

Inquiry and Research
 Gathering information from direct observation or experiments
 Investigating a subject to answer a question
 Recording gathered information
 Displaying gathered information using the appropriate format
Read, Listen, View
 Literal Comprehension
 Interpreting presentations of data
 Interpretation and Evaluation
 Drawing conclusions based on information
Mathematical Concepts and Applications
Scientific Concepts and Applications

Prerequisites

What Different Grains Do You Eat?
Wheat Web It
What Do You Know?
Water Collage

Time

40 minutes

Materials

Empty bucket/pail

Bucket/pail of water (about half full)
Bucket pail of water (3/4 full)
Recent photo of St. Anthony Falls (Image Sheet 2)
5-6 (24 oz.) (1/4 full) water bottles
40-50 pages of newspaper
10-12 chairs with backs on them
Tape
5-6 rulers
5-6 sets of different color W-A-T-E-R Cards (organizational tool if needed; see WATER Cards in Image Packet)
 W=Water bottle person
 A=Arranger
 T=Tape person
 E=Encourager and Measurer
 R=Recorder
(Have this written on board if using WATER cards)

Introduction

Lug in the two buckets of water and put them next to the empty bucket.

I need three audience volunteers. *Assign a bucket to each volunteer. Ask them what they think is in the bucket. They may feel, smell, etc. to find out what it is. Then ask them to lift each bucket. Ask them how it felt, lifting the bucket of water.*

Which bucket is heaviest? Do you think water is heavy? *Discuss.*

What would it feel like if you dropped that full bucket of water on your foot?

Do you remember talking about St. Anthony Falls? *Show picture.* It is a waterfall in Minneapolis.

At St. Anthony Falls, water falls (or drops) 50 feet.

Imagine what it would feel like if this bucket filled with water dropped 50 feet on to your foot! Ouch! That is a lot of waterpower falling on your foot!

St. Anthony Falls has about 8,000 of these buckets falling 50 feet every second!

Today, you will be conducting an experiment with falling water.

Assign students into groups of 5

Pass out booklets.

Show model of experiment set up.

If needed, hand out WATER cards, explaining the tasks associated with each letter.

Ask the "W" people to get the water bottle that is 1/4 full.

Ask the "A" people to arrange two chairs back to back with some space in between.

Ask the "T" people to get the tape and 8-10 sheets of newspaper

Ask the "E" people to encourage group members to stay on task and measure dropping heights.

Ask the "R" people to make sure they have a pencil because they will be recording the findings for their group.

Main Activity

Tape newspaper page to the backs of two chairs.

Set water bottle on the paper held by tape to the two chairs. Describe what happens.

Drop water bottle on the paper held by tape to the two chairs at different heights. (In increments of 3 inches.) Describe what you see and hear when the water bottle is dropped.

Record the height at which the water bottle breaks the paper.

Encourage experimentation. Drop the bottles from different heights. Have students try dropping the

bottles onto more layers of newspapers at different heights. What happens then?
Students will write conclusions from their experiment.

Closure

Facilitate a group discussion asking some of these questions:

What did you discover?

What if the water bottle was dropped higher?

Was there more power (in breaking the paper) the higher you dropped it?

Discoveries: Water is heavy. It generates power.

When water drops or falls from a height, it generates power.

The higher the distance that water drops, the greater the power that water generates.

Bring out buckets of water again.

St. Anthony Falls drop is 50 feet.

St. Anthony Falls has about 8,000 of these buckets falling 50 feet every second!

That is a lot of waterpower!

Assessment

By reading what the students wrote down about what they discovered in their experiments, teachers can see what the students are understanding or not understanding.

PRE-VISIT

Minneapolis Milling District in 1911

POWER

Goals

Photographs are valuable primary resources that can reveal information about the people, places, and events of the past. In this activity, students will examine a photo of the Minneapolis milling district in 1911.

Objectives

Students will compare and contrast Minneapolis Milling District photos from 1911 and today.

Students will locate the Mississippi River, Stone Arch Bridge, mills, and grain elevators in the photograph.

Students will list other things they see in the photograph.

Prerequisites

What Different Grains Do You Eat?

Wheat Web It!

What Do You Know? What Else Do You Know?

Illustrate It! Sequence It!

Who Helps Turn Wheat into Bread? People Collage

Communities Standard Connection

Physical Community Features

Human Community Features

Physical Geographic Features

Regions and Changes

Other Standard Connections

Read, Listen, View

Interpretation and Evaluation

Draw conclusions based on information

Time

10-20 minutes

Materials

Booklets and Pencils

Recent photo of Milling District and Stone Arch Bridge (Image Sheet 2)

Introduction

Show recent Milling District photo.

What kinds of things do you see in this photo?

Is there anything in the photograph that you do not understand? *Discuss.*

Hold up photo from booklet. (Minneapolis Milling District in 1911.)

What things do you see in this photo? *Discuss.*

Hold up both photos to compare.

Do you notice anything that is the same in these two photos?

Which photo is the oldest? What do you see that tells you that this took place sometime in the past? *Discuss.*

Which photo is the most recent? Why do you think that? *Discuss.*

Main Activity

Please open your booklets to the page that looks like this. *Show booklet.*

After looking at the photo, please write your answer to the questions.

Students may work individually or in groups.

Closure

Students will share their findings with the rest of the class.

Assessment

When reviewing their booklets, did the students answer the questions? Were they able to see differences and similarities between the photo of the past and today? In the class discussion, were they able to answer some of the questions about the photo? Were they able to find the Stone Arch Bridge, Mississippi River, mills, and grain elevators?

PRE-VISIT

Change! Changes!

POWER

Goals

In order to understand change over time in connection with Mill City Museum, students need to understand the concept of change itself. This activity will relate to changes that have occurred in their lives and in their community.

Objectives

Students will list three items that have changed and stayed the same in their classroom since the beginning of the school year.

Students will list three items that have changed and stayed the same about themselves compared to when they were in first grade.

Students will list three items that have changed and stayed the same in their neighborhood/community.

Students will recall inventions/technology that have been developed in their lifetime.

Students will list how technology has changed in their lifetime.

Students will match four images of different household items from 1900 and 1950 to that of today.

Students will predict and illustrate their ideas of what the four household items will be like in 2050.

Community Standard Connections

Human Community Features

Wants and Needs

Regions and Changes

Other Standard Connections

Read, Listen, View

Literal Comprehension

Interpreting presentations of data

Interpretation

Make predictions, compare and contrast elements

Prerequisites

None

Time

30 minutes

Materials

Booklets and Pencils

Photo of yourself (the teacher) when you were a child.

Introduction

Show picture of yourself as a child. Does anyone recognize who this person is? *Discuss.* How have I changed throughout the years? *Discuss.*

Pass out booklets. Turn to page 9. Look around your classroom. What has changed since the beginning of the school year? What has stayed the same?

Please write down three things that have stayed the same and three things that have changed in your booklets. *Model. Discuss answers asking why do you think some things have stayed the same and others have changed.*

Think of what you were like in first grade. How have you changed and how have you stayed the same since first grade? Please write down your answers in the booklet. *Again, discuss answers and ask why they think some things have stayed the same and others have changed.*

How has your community changed? *Again, discuss answers asking why do you think some things have stayed the same and others have changed in their communities.*

What about inventions? (*Vocabulary check*) Has anything been invented in your lifetime? What was it? How has it helped people? *Discuss answers.*

What about technology? How has technology changed during your life? Please write down three ways technology has changed in your life.

Main Activity

Please turn to page 12 in your booklet. In the first column, you will see how some different items looked 100 years ago, around 1900. The second column shows how these items looked 50 years later in 1950. In the third column, you will see how these different items look today. Can you draw a line to match the different items? (*Model one of the items if need be.*)

Next to the items of today, you will see an empty space under the column 2050. How old will you be in 2050? (*Discuss*)

In that space, please draw or write what you think the item will look like in the future. (*Show model*)

Closure

Have students share some of their ideas and illustrations in class.

Assessment

When reviewing students' work in their booklets, look to see if they were able to detect the changes in objects over time. Were they able to imagine how the object might look like 50 years from now?

Extended Activities

Students could create a name, model, and/or advertisement for one of the illustrated items.

Students could write a story of how this new device may help people in their community.

PRE-VISIT

Reading a Photograph

POWER

Goals

Photographs are valuable primary resources that can reveal information about the people, places, and events of the past. In this activity, students will learn how to read photographs. This is another skill that builds the foundation for “habits of mind.” After learning how to read pictures, they can make conclusions about the subject matter.

Objectives

Students will study photos from the past.

Students will list three things that they see in the photo.

Students will describe what is different in the photo compared to the time that they live in today.

Students will describe what is the same in the photo compared to the time that they live in today.

Prerequisites

Change! Changes!

Communities Standard Connection

Human Community Features

Human Geographic Features

Other Standard Connections

Inquiry and Research

Gathering information from direct observation to answer a question

Explaining the answer to a question

Read, Listen, View

Interpretation and Evaluation

Draw conclusions based on information

Time

20-30 minutes

Materials

Booklets and Pencils

Photograph of children viewing a picture book (Image Sheet 3)

Introduction

Show attention-getting photo. (The children reading the book.)

Ask questions regarding the photo such as:

What is happening in the picture?

What objects in the picture do you see?

Is there anything in the photograph that you do not understand? If so, what is it?

What do you see that tells you that this took place sometime in the past?

What would be the same or different if the photograph were taken today?

How are people dressed?
What are they doing?
Where do you think the photograph was taken?
Why do you think this photograph was taken?

Main Activity

Isn't that amazing? Just by looking at a photo, you can learn so much about a time period, people, and places!

Please open your booklets to the "Read the Photograph" page. After looking at the photo, please write your answers to the questions below.

Students may work individually or in groups.

Closure

Students will share their findings with the rest of the class.

Assessment

When reviewing their booklets, did the students answer the questions? Were they able to see differences and similarities between the photo of the past and today? In the class discussion, were they able to answer some of the questions about the photo? Were they able to predict or speculate why the photo might have been taken?

PRE-VISIT

It's About Time

POWER**Goals**

Now that students have learned to read photographs, it is time to use that skill to identify change over time at St. Anthony Falls. Students will look at five different photographs of St. Anthony Falls from different time periods. They will take the information from the photographs and sequence them from oldest to most recent. This activity can be repeated after the visit to see if their sequence and justifications have changed.

Objectives

Students will examine five photographs from St. Anthony Falls.
Students will deduce which photograph is the oldest and which is the most recent.
Students will sequence the five photos from oldest to most recent.
Students will record their sequencing information in their booklets.
Students will justify their sequenced answers.

Communities Standard Connections

Physical Community Features
Human Community Features
Physical Geographic Features
Reasons for Locations
Regions and Changes

Other Standard Connections

Inquiry and Research
Explaining the answer to the question
Read, Listen, View
Draw conclusions based on information
Compare and contrast elements of the selection

Prerequisites

Change! Changes!
Reading a Photograph

Time

15-20 minutes

Materials

Booklets and Pencils
Photograph of children reading a picture book (Image Sheet 3)
Five photos of St. Anthony Falls with symbols (Image Sheet 4)

Introduction

Bring out old photo used for “Read a Photo” activity. Remember how we were able to find out a lot from a photo just by asking some questions? Today, we are going to look at some photos of St. Anthony

Falls and figure out which ones are the oldest and which ones are the most recent.

Divide students into five different groups. In your groups, look at each photo carefully. What things do you see? Do you see any clues that show you if it is the oldest photo, the most recent? You will have a few minutes to put them in order from what you think is the oldest photo to the most recent, the most like the present. After you have figured out the order, please draw the symbol found on the back of the photo in your booklet in the squares provided. (***Model how done.***) Also, please write why you chose the order that you did in the space provided.

Main Activity

Students will read the photos, answering questions to help them determine what the order should be in. Students will then record the information in their booklets and justify why they chose that certain order.

Closure

Students, as a group, will present their findings. Did everyone choose the same order? Why did you choose the order that you did? ***Discuss.***

Assessment

Were students able to justify why they chose the order that they did? Did they ask some of the same questions found in the previous “Reading a Photograph” activities?

PRE-VISIT

What Does it Mean?

POWER**Goals**

For students to acquire new words, they should have experience using them in different ways, such as in writing, speaking, illustrating, and reading.

Objectives

Students will choose four power vocabulary words that they do not know from the list.

Students will write their four vocabulary words in the space provided.

Students will define their four new vocabulary words using a dictionary, group brainstorming, teacher's vocabulary list with definitions (*included in teacher's guide packet*), Internet, etc.

Students will illustrate each vocabulary word in the space provided.

Students will discuss, explain, or recite the word and meaning to an adult at home or in the school building.

Students may also share their words and meanings to the rest of the class.

Students will make a check in the box after they have discussed their word with an adult or class.

Communities Standard Connections

Physical and Human Community Features

Other Standard Connections

Inquiry and Research

Record gathered information

Display gathered information using the appropriate format

Read, Listen, View

Literal Comprehension

Interpreting presentations of data

Write and Speak

Giving an informal oral presentation by: Presenting an opinion or idea

Using reasons or examples to explain it

Prerequisites

What Different Grains Do You Eat?

Wheat Web It

What Do You Know? What Else Do You Know?

Time

20-40 minutes, depending if the class will share words with one another.

Materials

Booklet and Pencils

Dictionary, Thesaurus, Internet, etc. However students in your classroom look up and find definitions of vocabulary words!

Introduction

Refer back to the power vocabulary list from the booklet. Use one of the words as an example for the activity. Model activity. Ask students to choose four words that they are not sure of the definition and write them down in the boxes provided.

Main Activity

Students will define their four new vocabulary words using a dictionary, group brainstorming, teacher's vocabulary list with definitions, Internet, etc. Use whatever method of looking up new vocabulary words that you use in your classroom! After the words have been chosen and defined, students will illustrate the meaning in the space provided.

Closure

Ask the students to discuss, explain, or recite the word and meaning to an adult at home or in the school building. Students may also share one or two of their words to the whole class or in small groups.

Remind students to make a check in the box after they have discussed their words with an adult or someone in class.

Assessment

Teachers will be able to look at the students' booklets after the activity. I have tried to create learning experiences for the kinesthetic, auditory, and visual learner.

PRE-VISIT

Vocabulary Bingo

POWER**Goals**

Vocabulary Bingo is a game for the whole class that encourages students to study and review their vocabulary words.

Objectives

Students will list their vocabulary words on their WHEAT cards.

Students will locate the words on their WHEAT cards and match the definition given by the teacher to the vocabulary word on their WHEAT card.

Students will review the definitions to their vocabulary words.

Communities Standard Connections

Physical Community Features

Human Community Features

Other Standard Connections

Read, Listen, View

Literal Comprehension

Interpreting presentations of data

Prerequisites

What Different Grains Do You Eat?

Wheat Web It

What Do You Know? **Students must have at least 24 vocabulary words to play Bingo!

Water Collage

Waterfall!

Change! Changes!

Reading a Photograph

It's About Time

What Does It Mean?

Time

30 minutes

Materials

Booklets

Bingo markers

Vocabulary words with their definitions written on strips of paper

Container to hold vocabulary word strips

Vocabulary words written on board

Teacher's list of vocabulary words

Introduction

Pass out booklets. Please turn to the WHEAT bingo page. Have any of you ever played Bingo? *Review Bingo directions.*

Main Activity

You may choose any of your Mill City Museum vocabulary words to write on your WHEAT card. *Also, have all vocabulary words written on board if that would help.*

You may put one of these words in each spot. Put them wherever you want them to be! *Show model.*

Once everyone has filled each box with a word, take the vocabulary word strips and put them into a container.

Pull a strip out of the container and read the definition. Check the word off your list. The students put a bingo marker on the word that matches the definition. The first child to get bingo wins!

Closure

Play for a second and third place winner, if time allows.

POST-VISIT

Use Your Senses!

POWER**Goals**

After visiting Mill City Museum, students' minds will be full of new information. Mill City is located in the midst of downtown Minneapolis, bustling with all sorts of sights, sounds, smells, feels, and even tastes! Creating a "Senses Web" will be a wonderful way to organize all of this new information. It will also prepare them for journaling, which is the next activity.

Objectives

As a teacher led activity, students will list what their senses are.
Students will organize the ideas into their five senses categories.
Students will create a "Senses Web."

Communities Standard Connections

Family, School, and Community

Understanding how people may respond differently to the same event

Other Standard Connections

Inquiry and Research

Gathering information from direct observation to answer a question

Record gathered information

Display gathered information using the appropriate format

Read, Listen, View

Literal Comprehension

Interpreting presentations of data

Prerequisites

Visiting Mill City Museum!

Time

10-20 minutes

Materials

Booklets and pencils

Introduction

When you visited Mill City Museum, you took in information using all of your senses.

Can anyone tell me what the phrase "use your senses" means? What are the five senses? *Discuss.*

Please write the students' ideas on the board. The five senses are sight, sound, touch, taste, and smell.

Main Activity

Pass out booklets. Can anyone tell me where Mill City Museum is located? Where did we go? What part of Minneapolis did we visit? **Downtown.** Mill City Museum is located in the midst of downtown Minneapolis, bustling with all sorts of sights, sounds, smells, feels, and even tastes! Please open your booklet to the "Use Your Senses" page. *Show page and model in booklet.* You will see a cloud with

the words “Mill City Museum” in the center of your page. There are lines coming out from it that point to pictures of each of the senses.

Please draw your own lines out from each of the sense pictures. Add words or pictures to the lines to describe what you smelled, heard, touched, saw, and/or tasted during your visit to Mill City Museum.

Model an example.

Students will create their own “Use Your Senses” web!

Closure

What were some of the things that you smelled? Touched? Heard? Saw? Tasted?

Discuss findings.

Assessment

The students should hand in their activity booklets after every activity.

When reviewing their booklets, look to see if students added ideas to their “Senses Web.” Creating a web allows students to show what they have learned in a variety of ways and accommodates different learning styles and abilities.

POST-VISIT

Journal It!

POWER

Goals

After organizing some of their thoughts about the trip to Mill City Museum by making a “Senses Web,” students will create a journal documenting their experiences. This will give students a chance to write in greater depth about what they have learned. The activity is very open ended. They can write about anything that relates to their Mill City Museum visit.

Objectives

Students will draw a picture about what they learned at Mill City Museum.
Students will write a summary of what they did and learned at Mill City Museum.

Communities Standard Connections

Geographic Features

Physical and Human

Community Features

Physical and Human

Other Standard Connections

Write and Speak

Writing a story by:

Describing ideas or events from personal experience, observation, or imagination

Prerequisites

“Use Your Senses” Web

Time

20 minutes

Materials

Booklets and pencils

Introduction

What did you learn by visiting Mill City Museum?

What were some of your favorite things?

What were some of your not so favorite things? *Discuss.*

Main Activity

What might you do to help you remember some of your favorite things about Mill City Museum? *Discuss. Pass out booklets.* Today, you will get to create a journal of what you did and learned at Mill City Museum. What is a journal? *Discuss. (A journal is a personal record of your thoughts, experiences, and activities.)*

Think about your favorite things.

First, please draw a picture about what you learned at Mill City Museum.

Next, please write in your journal about Mill City Museum.

Closure

Have students share their ideas with the rest of the class. They may explain their illustrations, too.

Assessment

After the activity, look at the booklets to see what the students have drawn and written. Did they draw a picture depicting something that they experienced at Mill City Museum? Did they write at least two sentences about their experience or illustration?

POST-VISIT

It's About Time, Again!

POWER**Goals**

In order to get a sense of Mill City Museum and St. Anthony Falls, students looked at five different photographs of St. Anthony Falls from different time periods. In the pre-visit activity, they used information from the photographs to sequence them from oldest to most recent. In this post-visit activity, students will again sequence photographs from different time periods. Instead of photographs of St. Anthony Falls, students will sequence photographs of the Mill City Museum area. Repeating this sequencing activity may assess what new information students learned by visiting Mill City Museum.

Objectives

Students will examine five photographs from the Mill City area.
Students will deduce which photograph is the oldest and most recent.
Students will sequence the five photos from oldest to most recent.
Students will record their sequencing information in their booklets.
Students will justify the sequence of their answers.

Communities Standard Connections

Physical Community Features
Human Community Features
Physical Geographic Features
Regions and Changes

Other Standard Connections

Inquiry and Research
Explaining the answer to the question
Read, Listen, View
Draw conclusions based on information
Compare and contrast elements of the selection

Prerequisites

"It's About Time" in the Pre-Visit Activity section

Time

15-20 minutes

Materials

Photograph of children viewing a picture book (Image Sheet 3)
Five photos of the Mill City Museum area with symbols (Image Sheet 5)
Five photos of St. Anthony Falls used in the pre visit activity, "It's About Time" (Image Sheet 4)

Introduction

Bring out the "attention getting" photo used for the "Read a Photo" activity. Remember how we were able to find out a lot about a photo just by asking some questions? Do you remember some of the information that we discovered about this picture? *Discuss.* Remember these pictures?

Show St. Anthony Falls photos again. Today, we will look at some different photos of the Mill City Museum area. Now that you have visited Mill City Museum, you may recognize some of the things in the photographs.

Divide students into five different groups. In your groups, look at each photo carefully. What things do you see? Do you see any clues that show you if it is the oldest photo, the most recent? You will have a few minutes to put them in order from what you think is the oldest photo to the most recent, the most like the present. After you have figured out the order, please draw the symbol located on the back of the photo in your booklet in the squares provided. *(Again, model how done.)* Also, please write why you chose the order that you did in the space provided.

Main Activity

Students will read the photos and answer questions to help them determine what the order should be in. Students will then record the information in their booklets and justify why they chose that certain order.

Closure

Students, as a group, will present their findings. Did everyone choose the same order? Why did you choose the order that you did? Has their order changed since last time? Has their justification changed since last time? *Discuss.*

Assessment

Were the students able to articulate their justifications better than they did during the pre-visit activity? Were there things in the photograph that they recognized from visiting Mill City Museum? While listening to the discussions within the five groups, did you hear them pointing out things that have changed throughout the years?

POST-VISIT

St. Anthony Falls Monologue

POWER**Goals**

A monologue is a performance/speech given to an audience. Monologues are usually very personal and they tell a story from the perspective of the character speaking. Creating monologues is a great way for students to think about other points of view. In this activity, students will write a monologue for St. Anthony Falls. If the Falls could talk, what changes in himself/herself or in surrounding Minneapolis could he/she describe? What events did he/she witness? What opinions might he/she have about these events and changes? In creating this monologue, students will look at the relationship between St. Anthony Falls and the community of Minneapolis over time.

Objectives

Students will analyze the different pictures of St. Anthony Falls and the Mill City Museum area from the “It’s About Time” and “It’s About Time, Again” activities.

Using information discovered in the photos, students will record on a piece of paper the changes at St. Anthony Falls throughout the years.

Students will create a list of different emotions and/or feelings connected with how St. Anthony Falls may have felt over the years.

Students will articulate change over time in relation to St. Anthony Falls.

Students will imagine themselves being St. Anthony Falls.

Students will compose a monologue as if St. Anthony Falls could speak, think, and feel.

Students will perform this monologue in front of the class.

If time and talent allows, students will memorize the monologue before presenting it in front of the class and/or present their monologue to another class.

Communities Standard Connections

Community Features

Geographic Features

Regions and Changes

Other Standard Connections

Write and Speak

Writing a story by describing ideas or events from observation or imagination

Giving an informal oral presentation by presenting an idea

Arts and Literature

In theater, use movement, sound, and language to create images, express emotions, and imitate objects.

Scientific Concepts and Applications

How the use of materials, energy, and water impact the environment

Prerequisites

“Use Your Senses” Web

Journal It!

It’s About Time, Again!

Time

2-3 class periods

Materials

Paper, Pencils, and Materials to make props (if needed)

Introduction

Tape up the pictures from the “It’s About Time” activity. Ask the students if they remember what this waterfall is called. Ask students to explain some of the changes in and around St. Anthony Falls that took place throughout the years. Encourage the students to think about not only St. Anthony Falls and the Mississippi River, but also about the people who lived there, the buildings built around it, and how the community changed.

Write their ideas on the board.

Here are some questions and bits of information to spark more discussion about St. Anthony Falls:

1. What might St. Anthony Falls have been like twelve thousand years ago? A thousand years ago, two hundred years ago? *Read parts of the article entitled, “The Waterfall that Went Backwards,” by Jeff Hess in Roots Magazine (in the supplementary materials).*
2. St. Anthony Falls was called by many different names throughout the years. Both the Dakota and Ojibwe Indians gave the waterfall names that evoked sight and sound. For both the Dakota and Ojibwe, St. Anthony Falls was sacred. *Discuss the word sacred.*

Here are a few Dakota words for St. Anthony Falls and the vicinity:

- ▶ **HaHa** or **I HaHa**: The overall word for waterfall, so called from the curling of the waters, especially from the Falls of St. Anthony. It is the noise and laughter of falling, rushing waters.
- ▶ **Minirara**: Curling water
- ▶ **Owahmenah**: Falling water
- ▶ **Owamni**: A whirlpool, especially from the Falls of St. Anthony
- ▶ **Owamniyomni**: Teton Dakota (Lakota) name for eddy or whirlpool
- ▶ **Mniyomni**: The Eastern Dakota word for St. Anthony Falls
- ▶ **Hahawakpa**: The Dakota name for the Mississippi River, “River of the Falls.” It also means to laugh, to bubble, to curl.

Here are a few Ojibwe words for St. Anthony Falls and the vicinity:

- ▶ **Kitchi Kakabika**: A word describing St. Anthony Falls meaning the “Great Falls” or, literally, the “The Great Severed Rock.” This was also their name for the area that came to be known as Minneapolis.
- ▶ The name Mississippi is of Ojibwe origin, from **Missi**, meaning “Great”, the “Great River”

3. What changes happened to St. Anthony Falls, the river, and the land around it? *This discussion can be lead by looking at the pictures from the “It’s About Time” activity.*
4. What forces caused these changes? *People, weather, erosion, the creation of a city, economy, MILLING!*
5. If St. Anthony Falls had emotions and opinions, what feelings or thoughts might it have had about these changes? *Again, please record the student’s ideas on the board. They may need to reference some of these ideas when they create their own monologues!*

Main Activity

Explain what a monologue is to the students.

A monologue could be explained as a performance/speech given to an audience. It may be helpful to ask students if they have ever seen a play. If so, did the characters ever talk to the audience about what they were really feeling or thinking? The monologue story is usually personal and seen through the eyes of that person, the person the actor is portraying. A monologue is a story that someone tells to the audience.

Pretend that you are St. Anthony Falls. Write a monologue that tells a story of how you have changed over the years and the events and activities you might have seen around you. You might tell a sad story or a happy one. Include whatever you think St. Anthony Falls may think or feel. There are no right or wrong answers. Tell and show feelings and opinions, as if St. Anthony Falls was a person!

Give students time to write, practice, and (perhaps) memorize their monologues. They may work alone or, if necessary, they may work in groups of two or three.

If students would like to create a play instead of a monologue that is okay too!

Closure

Students will present their monologues to the class. Encourage students to be positive and respectful during the performance. This activity could be extended into a play about the changes at St. Anthony Falls!

Assessment

After each monologue performance, ask the students in the audience to mention three great things about the monologue performance. Examples could be: Creativity, "I learned that...", acting, insightfulness, sad things, happy things, etc. By using this format, students will get to evaluate their peers' work. As a teacher, you can evaluate both the student's performance and other students' feedback and listening skills.

POST-VISIT

ABC Book

POWER**Goals**

There are many concepts to learn at Mill City Museum. Students have made a “Senses Web” and written in their journals. Because of the vast amount of information at Mill City Museum, students may need additional ways to organize their thoughts. Creating an ABC book not only encourages students to write and illustrate their ideas on paper, but it allows them to read their ABC book aloud to students from a younger grade.

Objectives

Students will read a variety of ABC books and analyze their style and format.

As a class, students will create a Mill City Museum ABC book.

*You may also have each student or groups of students create their very own ABC book, if time allows!

Students will choose a letter or letters to help create a Mill City Museum ABC book.

Students will construct a sentence about their Mill City Museum experience using their chosen letter *somewhere in the sentence*.

Students will illustrate the main idea of their sentence.

Students will read aloud their sentence or the Mill City Museum ABC book to a younger class or to each other.

Communities Standard Connections

Community Features

Geographic Features

Reasons for Locations

Regions and Changes

Other Standard Connections

Inquiry and Research

Displaying gathered information using the appropriate format

Read, Listen, and View

Interpreting presentations of data

Write and Speak

Teaching another by using illustrations or visuals as a teaching aid

Writing a story by describing ideas or events from personal experience, observation, and imagination

Prerequisites

“Use Your Senses” Web

Journal It!

**You could also have the students start this activity before their field trip so they can specifically look for their letter!

Time

2-3 class periods

Day 1: Analyze, compare and contrast a variety of ABC books

Day 2: Choose, write, and illustrate page

Day 3: Read book to a kindergarten or first grade class

Materials

Different colors of construction paper, three hole paper punched on the left side
Markers, colored pencils, pencils, and/or crayons
Yarn or string to bind the book together at the end
A hat containing the letters of the alphabet written on scraps of paper

Introduction

Read an ABC book to the students. After reading the book, let the students know that they will be creating an ABC book about their trip to Mill City Museum. They will also get to read their book to the kindergartners and/or first graders.

What things did you like about the book? *Discuss ideas and write them on the board.*

Divide students into groups. Give each group a few ABC books to look at and read. Ask them to think about what their favorite style is. After giving them a few minutes to read through the ABC books, have a discussion about them. What is their favorite format? Why? Write these ideas on the board.

Now you will get to create a page of our own Mill City Museum ABC book. *Explain to students that they will pick the letter (or letters) they will be working on by choosing the letter out of a hat. Have students select a letter out of the hat. Record which letter is assigned to each student.*

Main Activity

Explain to students that they will create a sentence about their Mill City Museum experience. They should try to use the letter they have selected in a word that relates specifically to Mill City Museum. The letter does not necessarily have to appear at the beginning of the word, unless you would like to encourage your students to do so. Students should then write a sentence that uses the word and illustrates its meaning.

They should create a rough draft first, in case they decide to change their design, sentence, letter, etc.

On the next page are some examples of words that might be used.

Alphabet List

A= Artifacts, Advertisement, St. Anthony Falls, Stone Arch Bridge, Apron, Bread, Farm

B= Bread, Wheat Berry, Bran, Bag Packer, Stone Arch Bridge, Boxcar, Baker, Bonanza Farm, Barrels, Flour Bags, Betty Crocker

C= Cereal, Dust Collector, Cookies, Community, Combine, Cake, WCCO Radio

D= Dust collector, Diversion, Dakota, Mary Dodge Woodward, Advertisement, Downtown Minneapolis

E= Explosion, Grain Elevator, Export, Traction Engine, Eventually, Cereal Flakes, Bread

F= Flour, Flourmill, Factory, St. Anthony Falls, Farmer, Farm, Falls, Cereal Flakes

G= Gluten, Grain, Grain Elevator, Grocer, General Mills, Wheat Germ, Gold Medal

H= Hard Spring Wheat, History, Harvest, Threshing Crew, St. Anthony Falls

I= Ingredients, Inventions, Import, Biscuits, Mixes, WCCO Radio, Mississippi River

J= Ojibwe, Jelly, Jingle, Jam, Flapjacks

K= Kernel of Wheat, Dakota, Cake, Baking, Pancakes, Kitchen, Packing, Breakfast

L= Loaf of Bread, Lumbering, Falls, Commercials, Minneapolis, Mill, Flour

M= Mill, Mill City, Milling, Middlings Purifier, Map, Mississippi River, Machines, Minneapolis, Mary Dodge Woodward

N= St. Anthony Falls, Pancakes, Minneapolis, Minnesota, Poppin' Fresh, General Mills

O= Observation Deck, Gold Medal, Power, WCCO Radio, Red Spoon, Doughboy, Flour

P= Middlings Purifier, Packer, Pasta, Power, Product, Pillsbury "A" Mill, Pugsley Model, Poppin' Fresh

Q= Best Quality Flour, Bisquick Box, Queen Bess Flatware, Equipment, Quake, Quiet, Quickly

R= Recipe, Railroads, Roller Mill, Resource, River, Commercials, General Mills

S= Spring Wheat, St. Anthony Falls, Stone Arch Bridge, Sawmill, Stove, Wheaties

T= Turbine, Tractor, Traction Engine, Train, Threshing Crew, Test Kitchen

U= Gluten, Flour, Pillsbury Doughboy, Buttermilk Biscuits, Turbine, Lumbering

V= Valley, River, Variety, Very, Oven, Grain Elevator, Water Valve

W= Waterfall, Wheat, Washburn-Crosby Mill, Water, Wheaties, Mary Dodge Woodward

X= Export, Cereal Box, Cake Box, Cake Mix, Pancake Mix, “XXXX” Marks for Best Quality Flour, Ox Carts

Y= Yeast, Betty Crocker, Pillsbury Doughboy, Bakery

Z= Za Chlebem, or “for bread” (in Polish immigrant section of museum),

1. Students first should design the letter on their page. How big will it be? Will it stand apart from the sentence? If they are having trouble, point out examples in the variety of ABC books.
2. Students will then write their sentence with the word that contains their letter. Where is the sentence going to be located on the page? At the bottom? Should they make a line to write their sentence on? Could their sentence be part of the picture? Again, point out different ideas from the ABC books.
3. After they have written their sentence, the students should have it checked by either the teacher or another peer.
4. Next, they may illustrate the page in relation to their sentence.
5. After either a peer or teacher has checked their page, they may create their final draft to go into the book.

After receiving all the pages from the students, bind the book together with yarn in the three holes.

Read the book to the class!

Closure

Visit another classroom of younger students (kindergarten or first graders) and read the book to them. Each student should have a chance to read his or her letter page out loud. Ask the first graders or kindergartners what they liked about the book.

POST-VISIT

Diorama

POWER**Goals**

A diorama is a three dimensional mental map. Based on understanding and imagination, a diorama represents the student's knowledge of geographical features and spatial relationships, as well as his or her perceptions and attitudes about a place. The Mill City Museum/Saint Anthony Falls area contains many examples of the natural and human features that create and shape communities. Creating a diorama will enable students to express their understanding of the relationship between these features.

Objectives

Students will create a class list of what they remember experiencing at the Mill City Museum/St. Anthony Falls area.

Students will begin to visualize human and natural geographic features of the downtown Minneapolis community.

Students will describe some of these geographic features.

Students will design a diorama depicting a scene of the Saint Anthony Falls area.

Students will be able to identify at least two human and two natural geographic features in their dioramas.

Communities Standard Connections

Community Features

Physical (Natural) and Human

Geographic Features

Physical (Natural) and Human

Reasons for Locations

Regions and Changes

Other Standard Connections

Arts and Literature

Use visual art to communicate ideas

Mathematical Concepts and Applications

Shape, Space, and Measurement

Representing spatial patterns pictorially

Identifying and building shapes in real-world context

Prerequisites

"Use Your Senses" Web

Journal It!

It's About Time, Again!

ABC Book

Time

2-3 class periods

Materials

Model of a diorama
Index cards
Construction paper
Paper and pencils
Boxes for dioramas (the bigger the better but shoe boxes will do!)
Scraps of fabric
Popsicle sticks
Wallpaper
Leaves, rocks, twigs, or any other teacher-selected diorama materials.
Glue
Scissors
Maps of downtown Minneapolis
Images of St. Anthony Falls, Mill City Museum or downtown Minneapolis (Image Sheet 6)

Introduction

What are some of the things that you remember about Mill City Museum, Saint Anthony Falls, and downtown Minneapolis? *Discuss.*

Please write these ideas down on the chalkboard or a piece of butcher paper. These ideas will help students in making their dioramas.

Also, in the brainstorming session, stress the difference between human and natural features of the downtown Minneapolis community.

Human geographical features: buildings, bridges, signs, and monuments.

Natural features: river, waterfall, rock formations, trees, and islands

Main Activity

Have any of you ever made a diorama? What is a diorama? *Discuss.* A diorama is a model of a scene in miniature. It is made within a box. *Show model. Show how the open top is on the side.*

Option: A large classroom diorama can be made, also. You could use one very large box or depict the St. Anthony Falls area on the floor of your classroom!

The box is painted or decorated inside to look like the background of your scene. You might paint people walking on the sidewalk in the background, paste in cutouts of trees, or create water from blue fabric or construction paper. The outside of the box is painted or covered with construction paper, fabric, wallpaper, etc.

Stand-up objects are placed inside the box to make your scene seem real. How might you make a waterfall? Or the Stone Arch Bridge? What materials would you use? Attach all standing objects to the diorama with glue so that when you carry it they will not fall out or move. You want to make your diorama as realistic as possible.

Divide the students into small groups. Distribute the maps and images to each group to get their ideas flowing. Again, discuss the human geographical features such as important buildings, bridges, signs and monuments. Also discuss the natural features, such as the river, waterfall, rock formations, trees, etc.

Next, instruct each student to design a diorama depicting a scene that incorporates both natural and human features from the St. Anthony Falls/Mill City Museum/Downtown Minneapolis area. Ask the students to label at least two natural geographic features and two human geographic features. Encourage children to use actual things from nature like leaves, rocks, and twigs for the natural geographic features.

Closure

After the dioramas are completed, please set aside class time for each child to explain his/her diorama to the rest of the class. Remember to ask students to identify the natural and human features. Display the dioramas in the school media center or hallway so others in the school may view them!

Assessment

Did students label at least two human geographical features? Did students label at least two natural (physical) geographical features? The students' understanding of Mill City Museum and downtown Minneapolis will be shown in both their dioramas and their presentations to the class.

Resources

Books

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MINNESOTA HISTORICAL SOCIETY

<http://discovery.mnhs.org/ConnectingMN/>

“Forests, Fields, and Falls” is an online program created by the Minnesota Historical Society. In the late 1800s, the work that people did in these different places connected Minnesota. All these places depended on each other. The lumbering of the white pine forest made possible settlement that turned the prairies into farms. The Mississippi River divides these two regions. And the bridge between them was the work at the capital of sawmills and flourmills: Saint Anthony Falls.

<http://events.mnhs.org/timepieces/Index.cfm>

An interactive timeline created by the Minnesota Historical Society. A sampling of events from Minnesota’s past that together represents themes and eras to paint an overview of Minnesota history. Students can find links to objects, letters, books and images from the Minnesota Historical Society’s collections that relate to the time period or event.

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

A wonderful resource for photos in the collections of the Minnesota Historical Society.

<http://www.mnhs.org/library/search/index.html>

A wonderful resource for manuscripts, books, photos, and objects.

ST. ANTHONY FALLS

<http://www.mvp.usace.army.mil/history/engineering>

“Engineering the Falls: The Corps Role at St. Anthony Falls. 1/27/03 Pages 1-8
This website gives a good overview of St. Anthony Falls from 1680 to today.

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Quotes

"It's my bread and butter."

—Anonymous

"I know on which side my bread is buttered."

—John Heywood

"I won't quarrel with my bread and butter."

—Jonathan Swift, Irish Author

"Let there be work, bread, water, and salt for all."

—Nelson Mandela

"Peace goes into the making of a poem as flour goes into the making of bread."

—Pablo Neruda, Chilean poet, diplomat, and politician.

"All sorrows are good (or are less) with bread."

—Miguel de Cervantes Saavedra, Spanish writer, author of the masterwork 'El Quijote', 1547-1616

"Were we directed from Washington when to sow and when to reap, we should soon want bread."

—Thomas Jefferson

"There are people in the world so hungry, that God cannot appear to them except in the form of bread."

—Mahatma Gandhi

"There is more hunger for love and appreciation in this world than for bread."

– Mother Teresa of Calcutta

“Wisdom, Power and Goodness meet
In the bounteous field of wheat.”

–Hannah Flagg Gould, “The Wheatfield,” stanza 4

“Far north, far north are the source of the great river,
The headwaters, the cold lakes,
By the little sweet-tasting brooks of the blond country,
The country of snow and wheat,
Or west among the black mountains, the glacial springs,
For North and West they lie and few come to them.”

–Stephen Vincent Benet, “Ode to Walt Whitman,” IV

“Till from the straw the flail the corn doth beat,
Until the chaff be purgèd from the wheat,
Yea, till the mill the grains in pieces tear,
The richness of the flour will scarce appear.”

–George Wither, *Fragmenta Poetica*

“Ask not if neighbour
Grind great or small;
Spare not your labour,
Grind your wheat all.”

–D. M. Mulock Craik, “The Mill,” Stanza I

“My name is Margalo,” said the bird, softly, in a musical voice. “I come from fields once tall with wheat,
from pastures deep in fern and thistle; I come from vales of meadowsweet, and I love to whistle.”

–E. B. White, Stuart Little, Chapter 8



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This program was made possible by the McKnight Foundation.