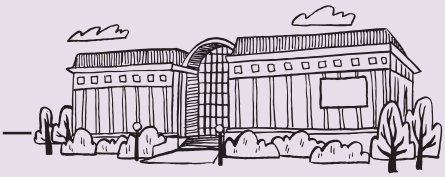
MINNESOTA HISTORICAL SOCIETY

EXPLORE the History Center



MINNESOTA
HISTORY CENTER

then now wow

DO — Head into the mine shaft.
Drill into the rock, blast the dynamite, and check the ceiling of the shaft. What do you notice about the work conditions in the mine?

In some places, over 85 percent of the miners were new immigrants to Minnesota. Thinking about the nature of mining, why do you think this was the case?

TALK — Locate the treaty arbor,
near the tipi. Start answering the computer questions. What kind of pressures did the Dakota people face as the fur trade ended and the American government wanted land in Minnesota?

What kinds of choices did the Dakota have in the treaty process?

If you had been in their position, what would you have done? Discuss your thoughts with your group.

WATCH — Find the video, "A Day in the Life of a Red Lake Student," near the pine tree. In what ways do the Red Lake teenagers remind you of you and your friends?

What challenges do they face that you also share? How are their lives different from your own?

Our Home
Native Minnesota

TALK — Find the big map labeled "Bdote." Bdote and Minnesota are special places for many Dakota people. For many Dakota, Minnesota is their home and Bdote is the place the Dakota people began.

Think about what the word home means to you. Where do you feel most at home? Talk with the members of your group about this.

Now find the horse mask and read the panels nearby about "Removal" and "Dakota Wokiksuye." Why were many Dakota forced to leave Minnesota?

Imagine how you would feel if you had to leave the place you call home. Would you want to return to it?

What do many Dakota people do today to remember their journey out of Minnesota? How does it help them?

TALK — Find the map called "Ojibwe Migration" and read about the Ojibwe people's journey to Minnesota on the small panels nearby.

What drew the Ojibwe westward to the land near Madeline Island and Lake Superior?

Have you ever moved? How did you feel about it? Why?

DO — Follow the names on the floor to find the place name map interactive. Which names do you recognize?

Now zoom in and find your community. Is there a Dakota or Ojibwe name for your community or another area nearby? What is it?

How does knowing this make you feel differently about your community?

DRAW — Near the back of the exhibit, find a sign that reads, "What do our future generations get from this treaty sell-out?"

Read the panel about Ojibwe treaty rights nearby.
What statement was the creator of this sign making?

Now think about an issue about which you care deeply. Imagine you want to make a statement about this issue. What would your sign say? Draw it in the space provided below.

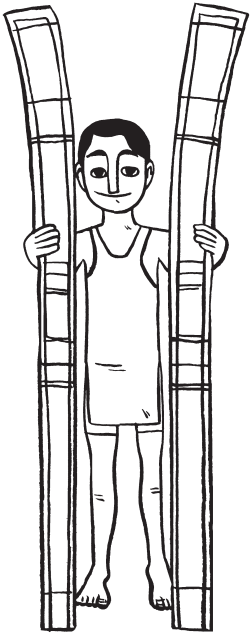
TALK — Head to the end of the exhibit and find the display called "Clothing and Community."

These items of clothing represent the way that five Dakota and Ojibwe individuals served their communities.

Look closely at the clothing displayed. How did these individuals help their fellow community members?

Now think about how you serve your community. What is the item of clothing or uniform that best represents how you help your community? Talk about this with the other members of your group.

Weather Permitting



TALK — Find the man standing with skis near the boat. Read the panel titled "Father of Waterskiing" at his feet. Who is the father of waterskiing?

Discuss with your classmates: Would you describe him as a "daredevil"? Why or why not?

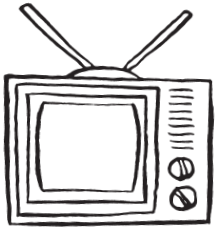
HUNT — Find the weather ball and read the lyrics for "The Weather Ball Jingle." Why do you think Northwestern National Bank would want to advertise the weather in this way in the 1970s?

Do you think this was an effective advertisement? Why or why not?

WATCH — Watch the "Get to the Basement" show. What techniques does the show use to illustrate people's experiences of the tornado that hit Fridley, Minnesota, on May 5, 1965?

Do you think this is an effective way to tell a story about the past? Why or why not?

Minnesota's Greatest Generation



WATCH — Find the "Combat Stories" videos between the Douglas C-47 airplane and the factory interior. Watch some of the videos about combat during World War II. Describe what you think it was like for these soldiers to be in the war.

DO — Find the Artillery Shell Station near the C-47 airplane. Work with your group to assemble the shells for 1 minute. How many did you pack? Why was it vital to do this work efficiently during the war?

COMPUTE — Find the panel titled "Crawling with Kids" across from the aqua Ford automobile. Read about the population boom after World War II. What was the fastest-growing suburb between 1940 and 1950?

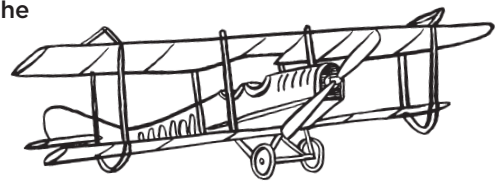
By what percent did the population increase?

If the population was 3,778 in 1940, what was the population in 1950?

Why do you think the population increased so much in the suburbs after the war?

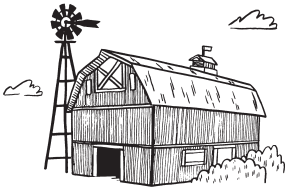
Around the History Center

HUNT — Stand near the entrance to the *Minnesota's Greatest Generation* exhibit and look out toward the rotunda at the Jenny airplane. Find the information panel about the Jenny airplane. What does a barnstormer do?



How much could a barnstormer make in a weekend?

Do you think you would do this job if it paid this much? Why or why not?



TALK — On the second floor, in the Great Hall, look over the railing to the first floor. You should see a big bronze charm bracelet that has broken apart. What Minnesota symbols do you see in the charm bracelet?

What do you think these symbols have to do with Minnesota? Discuss with your group.

Your name: _____

Your school: _____

What did you learn that you'd want to learn MORE about?