



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

FLOUR

Theme

FLOUR 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.

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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?

FLOUR**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!

FLOUR**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 a 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?

FLOUR**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

Illustrate It! Sequence It!

FLOUR**Goals**

The ability to sequence the process of how wheat gets from field to table helps students infer what occurred between events. This sequencing activity also will help students make predictions about what happens next based on the previous sequence of events. The sequence of how wheat becomes bread is very concrete.

Objectives

Students will illustrate what is happening in the sentence.

Students will brainstorm the steps of how wheat becomes flour.

Students will number four pictures that illustrate the steps of wheat becoming bread.

Students will discuss the reasons for this particular sequence with a partner.

With a partner, students will make up a brief story that explains the sequence and share it aloud.

Communities Standard Connections

Human Community Features

Wants and Needs

Other Standard Connections

Inquiry Research

Displaying gathered information using the appropriate format

Explaining the answer to the question

Read, Listen, View

Retelling main events or ideas in sequence

Interpreting presentations of data

Making predictions based on information

Drawing conclusions based on information

Prerequisites

What Different Grains Do You Eat?

Wheat Web It

What Do You Know?

Time

40 minutes

Materials

Booklets and Pencils

Wheat piece

Flour

Photo of Farmers (Image Sheet 1)

Introduction

Hold up piece of wheat again. Does anyone remember what this is?

What do you eat that is made out of wheat? .

How does this piece of wheat become a piece of bread?

The wheat has to get ground up and made into...*(flour container again.)* flour!

That is what happens at a flourmill. Flourmill is one of our vocabulary words. Can anyone tell me what a flourmill is? *Vocabulary review.*

Mill City Museum, the place that we will be visiting soon, was a flourmill many years ago. It was a place where wheat became flour. The people who worked there had many different jobs. Even before the wheat came to the flourmill, many people worked hard to get the wheat ready for the flourmill.

People had to grow the wheat, harvest (vocabulary review) the wheat, transport the wheat, and mill the wheat.

Who do you think grows wheat?

Show photo of Minnesota farmers in wheat field.

What do you think happens next, after farmers grow the wheat? *Discuss.*

There are a lot of people involved in turning wheat into bread. Who else was involved? *Discuss.*

Brainstorm and write ideas on the board.

Some of the ideas:

Farmer

Truck Driver

Grain Elevator Operator

Train Engineer

Millers

Bakers

Grocery Store Owners

You!

Also show images of wheat fields, tractors, and combines.

Main Activity

Please open your booklets to the “Illustrate It” page.

Please read the story in the boxes about how wheat becomes bread.

After reading the story, please illustrate each step of how wheat becomes bread.

Show model in booklet.

On the next page, titled “Sequence It,” there are four pictures showing how wheat becomes bread.

Discuss pictures if need to. Please number the pictures (1, 2, 3, 4) starting with what you think happens first.

Next, with a partner, please write a short story on the lines below (*show in booklet*) that explains how wheat becomes bread. *Have some students share their story with the class.*

Closure

Review the steps of how wheat gets from field to table.

Assessment

Check to see if the students can discuss (either verbally or in writing) their reasons for their sequence.

Were they able to create a brief story that explains the sequence?

PRE-VISIT

Who Helps Turn Wheat into Bread?

Flour Collage

FLOUR**Goals**

This activity will give students a chance to think about the people who are part of the step-by-step process of how wheat gets from the field to table. Students have become increasingly detached from their food. As people eat more processed foods, they know less about what is in their food, how it is made, or who makes it.

Objectives

Students will identify the people that help turn wheat into bread by circling a picture depicting an occupation.

Students will record their flour ideas on their brainstorm list.

Students will locate pictures or phrases from magazines or newspapers connected with flour. (They may create their own illustrations, too!)

Students will label the pictures and/or illustrations.

Students will construct a “Flour” collage.

Students will present their “Flour” findings to the class.

Community Standard Connections

Human Community Features

Wants and Needs

Other Standard Connections

Inquiry and Research

Gathering information

Recording gathered information

Displaying gathered information using the appropriate format

Read, Listen, and View

Write and Speak

Giving an informal oral presentation by presenting an opinion or idea

Prerequisites

What Different Grains Do You Eat?

Wheat Web

What Do You Know?

Illustrate It! Sequence It!

Time

30-40 minutes

Materials

Photo of farmers in a wheat field (Image Sheet 1.)

Magazines and newspapers- include many areas of interest

Construction paper of assorted colors
Booklets, glue, pencils, scissors, crayons, markers

Introduction

Hold up photo of farmers. Does anyone remember who these people are? What did they do? *Review.* Have any of you ever seen a wheat field like this? Where was it? Did you know that wheat is grown here, right in Minnesota?

What do you eat that is made out of wheat? *Review.*

Pass out booklets. Open to the “Illustrate It” page. Do you remember drawing pictures to the story of how wheat becomes bread? There were a lot of people involved.

Please turn the page in your booklets to “Who Helps Turn Wheat into Bread.” Can you find all the people that help turn wheat into bread? Circle all the people that you can find. *Discuss and review. Write ideas on the board.*

Some of the ideas: Farmer, Truck Driver, Grain Elevator Operator, Train Engineer, Millers, Bakers, Grocery Store Owners, You!

Main Activity

In small groups or individually, students will brainstorm ideas about flour. Students will record these ideas in their booklets. After the students have recorded their ideas in their booklets, they will find pictures of things that connect with their brainstorm lists, wheat, foods made out of wheat, and flour. 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 flour, wheat, foods made out of wheat, or draw some of the pictures on their own. Students will then label their illustrations.

Closure

After they are done making their collage, they will present their findings to the rest of the class.

Assessment

By looking at the “Who Helps Turn Wheat into Bread” activity and the collage, teachers can see how much a student understands about the different people involved in getting wheat from the field to the table. Also, by looking at the “Flour” collage, teachers can see how much a student understands about how flour is made as well as what foods are made from flour. Through the classroom presentations of the collages, teachers can also hear student explanations of their ideas about flour.

PRE-VISIT

Change! Changes!

FLOUR

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. 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 the page 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

FLOUR

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

FLOUR

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: copied for each group or each child)

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 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?

FLOUR

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

FLOUR**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!

FLOUR**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!

FLOUR**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!

FLOUR**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: copied for each group or each child)
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 on 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

ABC Book

FLOUR**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

Cereal Taste Test

FLOUR**Goals**

“People have been eating cereal—edible grains including wheat, oats and millet—for at least 10,000 years. The first domesticated crops were grains. Cooked cereals were a staple for most ancient cultures. In fact, the word “cereal” comes from Ceres, the Roman goddess of agriculture.”

-Exhibit Text of Mill City Museum

At Mill City Museum, students may have designed their own cereal box, learned how “Wheaties” were created, watched television ads about cereal, listened to radio jingles, and learned about the General Mills Test Kitchens. We buy certain brands of food because we like the quality and/or how it tastes. Labels and advertising also influence our purchasing decisions. Generic brands of cereal often have the same ingredients as “name” brands, and they may taste the same or even better than their more expensive counterparts. A flashy label, a pleasing image, or a memorable phrase, however, may influence our decision to buy a product more than the quality of its content does.

This activity will review the Mill City Museum concepts of packaging and advertising. It will encourage students to think critically about what motivates our purchasing decisions.

Objectives

Students will identify which cereal they think tastes the best just by looking at the box.

Students will sample three different brands of cereal.

Students will rank them in the order of their preference.

Students will try to match each sample with its box.

Students will discover that preference based on taste alone may differ from preference based on packaging of the product.

Students will summarize what makes a person decide to buy one product instead of another.

Communities Standard Connections

Wants and Needs

Other Standard Connections

Inquiry and Research

Data Categorization, Classification, and Recording

Gathering information from experiments to answer a question

Recording the gathered information

Explaining the answer to the question

Scientific Concepts and Applications

Concepts related to every day life through characteristic properties of objects and patterns

Prerequisites

None

Time

40-60 minutes

Materials

At least three different brands of cereal that are described as the same thing. (For example, Post Raisin Bran, Kellogg's Raisin Bran, Cub Foods Raisin Bran.)

Three different color sampling cups.

Booklets

Pencils

Introduction

How many of you designed your own cereal box at Mill City Museum? How did you design it? *Discuss.*

How many of you like to eat cereal?

At Mill City Museum, did any of you find out how many bowls of cereal an average person eats a year? **160 bowls of cereal!**

Do you think you eat 160 bowls of cereal a year? *Could calculate into a math problem!*

What are your favorite kinds of cereal? *Discuss.*

Main Activity

Obtain at least three brand names of the same cereal, including company, generic and store brands.

Take the cereal out of the boxes. Display the empty boxes on a table.

1. Just by looking at the boxes, which cereal do you think tastes the best? (*Have students draw and label which cereal they choose in their booklets.*) Why do you think it tastes the best? (*Have students write why they think it will taste best on the lines provided. (Model in booklet.)*)
2. Did you know that many cereal, bread, cake, and even pancake companies have test kitchens? The people who work in test kitchens have the job of making sure the food tastes good.
3. Besides tasting good, what other things might a person working in a test kitchen look for when testing the cereal? (*Discuss:* How cereal looks, crunchiness, color, after taste, etc.) Has anyone ever heard of the word "generic" before? *Discuss.* "Generic" means that the cereal is not called by a special name. It just describes what it is, such as "toasted oats" instead of "Cheerios." Usually generic cereal doesn't have a fancy, colorful box and is not advertised on T.V. or in magazines. Generic cereal is often cheaper, too. Why do you think generic cereal might be cheaper? *Discuss. Perhaps one of the reasons that generic cereal is cheaper is because the company doesn't have to pay extra for the fancy package designs or for advertising.* Do you think it is important for cereal to have a colorful fancy box? Why? *Discuss.* Do you think cereal tastes better if it has a fancy box or advertising? *Discuss.*
4. It will be your job today to find out which cereal tastes the best.
5. *On another table, have samples of each brand of cereal being displayed. Each kind of cereal should be in a different color cup. **Assign a cup color to each brand of cereal beforehand so there won't be any mix-ups! Give students one sample cup of each brand of cereal.*
6. *Pass out booklets.*
7. *Have students taste the cereal and rank them in order from most tasty to least tasty. They should record the cup color of their preferences in their booklets.*
8. *After the sampling and ranking have taken place, discuss with students which color cup of cereal was their favorite.*
9. *Reveal to the students each kind of cereal they had been sampling. Were they surprised? Did they choose the same cereal as best tasting when just looking at the box?*
10. *Ask students what they have learned by taking this taste test. Ask them to write what they have learned in their booklets in the space provided.*

Closure

Review findings.

What makes a person decide to buy one product instead of another? *Taste, product packaging, size, label, company name, and advertising on T.V., magazines, newspapers, etc.*

Discuss how advertising and packaging might influence other things we buy.

This is a great time to review Mill City Museum concepts! Both Pillsbury and Washburn Crosby Company made the same thing: Flour. There was no difference, really, in the product. How did different companies get people to buy the same thing?

Some suggestions for extended activities:

1. Students could tally and make a graph showing which cereal was the best tasting for the class.
2. The students could also make another graph showing which cereal the class thought was going to be the best tasting cereal just by looking at the label on the cereal box.
3. By looking at the box label or tasting samples, students could predict which cereal is most nutritious. They could then analyze the nutrition information on each box.
4. Students could guess which cereal is most expensive and why.

Assessment

Did the student participate in the class discussion? Did the student rank the cereals in their booklet? And most importantly, did the students write down something that he or she learned from taking the cereal taste test?

POST-VISIT

Advertise It!

FLOUR**Goals**

“In the late 1880s, innovations in machinery and production allowed mills and factories to make products better and faster than ever before. As companies introduced new products, they wanted to attract loyal customers. Companies began advertising their wares, and shoppers began asking by name for the brands of flour, oats, and cereals they saw in magazines, billboards, and streetcar signs.”

-Exhibit text of Mill City Museum

And soon, shoppers could hear those brands being advertised on the radio! Radio and milling in Minneapolis have a long history together. Today’s WCCO Radio gets its call letters from the Washburn Crosby Company, which bought the radio station in 1924 and immediately began broadcasting the “Betty Crocker Cooking School of the Air.” In 1928, Washburn Crosby changed its name to General Mills, and in 1933 it made “Wheaties” the official sponsor of the Minneapolis Millers baseball broadcasts on WCCO Radio.

At Mill City Museum, students heard radio jingles and saw T.V. commercials about flour and cereal. In the “Cereal Taste Test” activity, students discussed how they shop and why they buy some things more than others, even if the two items are basically the same.

In this activity, students will review the importance of advertising in the flour milling industry and identify the various elements that comprise a successful or pleasing advertisement.

Objectives

Students will brainstorm what makes an advertisement effective.

Students will choose a familiar product made out of wheat (bread, cereal, crackers, pancakes, doughnuts) to advertise.

Students will create a radio jingle, T.V. commercial, or print advertisement for the product.

Students will present their advertisements to the class.

After the presentations, students will choose which is the most effective advertisement and give reasons why.

Communities Standard Connections

Wants and Needs

Other Standard Connections

Read, Listen, and View

Compare and contrast elements of the selection

Distinguish facts from opinions

Summarize ideas in persuasive presentations

Write and Speak

Describe ideas from personal experience, observation, or imagination

Using details or examples to create images

Give an informal oral presentation by representing an opinion or idea and using reasons or examples to explain it

Arts and Literature

In theater, use sound and language to create images and express emotions

Prerequisites

Cereal Taste Test

Time

2-4 class periods

Materials

Pencils

Paper

Examples of print advertisements

Examples of radio advertisements

Examples of T.V. commercials

Props for students choosing to do a T.V. commercial or radio jingle (for sound effects)

Introduction

Raise your hand if you watched T.V. this morning. Did you see any commercials? What were they advertising? *Discuss.*

What does the word advertisement mean? *Vocabulary review.*

Raise your hand if you listened to the radio this morning. Did you hear any advertisements on the radio?

What were they advertising? *Discuss.*

How many of you rode the bus or a car to school this morning? Did you see any billboards with advertisements? What were they advertising? Did you see any other kinds of advertisements this morning? Where were they? What were they about? *Discuss.*

How many advertisements do you think you see in a day? *This could be an extended activity!*

Do advertisements persuade you into buying things? How about people in your family? *This question could be extended into another activity. Students could interview two family members on how they think advertisements affect them. They could report their findings to the class.*

Main Activity

Today, you are going to make an advertisement about a product (*vocabulary review*). You can choose to make a T.V. commercial, radio advertisement, or an advertisement for a newspaper or magazine.

You can choose any brand that you want for your radio advertisement but the food that you will be advertising must be made out of wheat. *Review foods made out of wheat.*

What makes a good advertisement? What makes people want to buy a product?

Write down the students' ideas on the board.

Show examples of different advertisements from T.V., radio, and magazines. Discuss which advertisements are the best. Why?

1. Divide the class into groups. Let each group choose a wheat product.
2. Each group will write a script for a commercial, a script for their radio advertisement, or a rough draft of a print advertisement for a newspaper or magazine.
3. Each group will then present its advertisement to the class.

Closure

After the presentation, lead a discussion to decide which advertisement was the most effective. Encourage the students to give reasons why. *Review Mill City Museum concepts of milling companies selling the same product, which is flour. How did they distinguish themselves through advertising? How did General Mills and Pillsbury attract customers using advertising?*

Assessment

When watching the presentations, did the students incorporate some of the ideas that make an advertisement effective? In the class discussion, were students able to articulate why they liked one advertisement over another?

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.

MISSISSIPPI RIVER

<http://www.mississippipassport.com/>

<http://www.mississippimile.org/see-do-01.html>

<http://www.oldmanriver.com/Pages/timeline.htm>

WHEAT, BREAD, AND FLOUR

www.wheatfoods.com

Amazing Wheat Video and Lesson. Wheat Food Council. 1999.

<http://www.homebaking.org>

Many wonderful references, glossaries, and ideas about baking.

www.homebaking.org

Baking Resource Guide. A guide to tested and reliable recipes, cookbooks, videos, posters, and baking tips. Home Baking Association. 1999.

www.bettycrocker.com

Betty Crocker's Kids Cook! Betty Crocker Kitchens. 1999. Macmillan Publishing, NY. ISBN 0-02-863406-3.

MINNEAPOLIS COMMUNITIES

<http://www.thedepotminneapolis.com/home.htm>

<http://www.mplib.org/history/tr1.asp>

<http://www.minneapolis.com/community/>

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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