

WDSE Brew North Lesson Plan

Grade Level:

9-12

Subject Areas:

U.S. History, Minnesota History, Social Studies, Economics, Geography, Technology or Digital Media, Language Arts, Art, and Science.

MN State Standards:

Social Studies, English, Arts & Science Standards (See Below)

Materials:

Brew North Documentary

Web Link: <https://www.youtube.com/watch?v=DeixGz8kkqY>

or DVD (by request) and DVD player

Computers/laptops/tablets for students

Poster board and markers

Objectives:

- Students will demonstrate an understanding of the interactions between brewery businesses and the geography, economy, and culture of northeastern Minnesota.
- Students will understand environmental and technical limitations related to brewery businesses and distribution of products.
- Students will use writing and art to examine the history of brewing and the effects of prohibition on breweries in northeastern Minnesota.
- Students will take inspiration from the *Brew North* documentary to examine personal business interests and present a step-by-step business plan.

Procedure:

Day 1: Local Business Needs and the Establishment of Breweries

- Bring in a food product that has been produced in your region of the state. This could be a type of flour, cereal, potato chip, canned vegetable, soft drink, candy, or any other food with a local or regional connection. Ask students the following questions during a discussion about this product:
 - Where do the ingredients that are needed for this product come from?
 - How would the ingredients get to the factory that makes the product?
 - Why do you think the factory was built where it was?
 - Where would you *not* expect to see a factory that produced this product? (10 minutes)
- Introduce the *Brew North* documentary as a history of local food products, mainly beer. Ask students to take notes on why northeastern Minnesota would have been attractive to

people who wanted to start breweries. Watch the first 23 minutes of the documentary, up until the discussion of prohibition. (25 minutes)

- Divide the class into small groups. Pass out maps of your state that show topography, major and minor cities, and bodies of water. Tell each group to “think like a brewery tycoon” and circle two locations on the map where they think successful breweries could be built, and draw an X at two locations where breweries might not be successful. Have students consider the following:
 - What ingredients are needed and where would they come from?
 - What environmental conditions are needed to produce and store the product?
 - How many workers and consumers are needed to make the brewery successful?
 - What kinds of transportation systems are needed to get ingredients to the brewery and to move product out?
- Have each group write up their recommendations for places to consider and places to avoid on a sheet that they staple to the map. Then project a copy of the map onto the board at the front of the room and discuss each group’s recommendations. Take time to decide by consensus which location could lead to the most successful brewery and why. (10-15 minutes)

Day 2: Prohibition and Economic Survival

- Project the map from the previous day onto the front board. Remind students where they had decided the most successful brewery would be. Then ask students to think about what might happen if this brewery was not allowed to produce beer anymore. What would the owners do? Have a class discussion about the types of non-alcoholic products that could possibly be made by a brewery. (10 minutes)
- Play the next 10 minutes of the *Brew North* documentary. This portion of the film discusses prohibition and the ways that breweries tried to stay in business when alcohol was no longer legal. As students watch the film, have them record the names of alternative, non-alcoholic products developed by breweries. (10 minutes)
- Ask students to help you list names on the board of alternative products mentioned in the film. If possible, pass out examples of vintage ads for these products, or show these ads using a digital presentation. Then have pairs of students produce print ads for some of the products, using poster board and markers. (20 minutes)
- Have students show and describe their ads to the class. Post the ads in the classroom. (5-10 minutes)

Day 3: Post-Prohibition and the Consolidation of Breweries

- Inform students that prohibition was in effect from 1920-1933. Ask students to discuss the problems breweries might have encountered as they began to brew beer again. (5 minutes)
- Play the next 25 minutes of the *Brew North* documentary. This portion discusses how each brewery responded to market forces after prohibition. Stop the film before the discussion of craft beer. (25 minutes)
- Have students write a short essay that answers one of the following questions:
 - What role did technology play in the success of breweries after prohibition?

- What role did marketing play in the success of breweries after prohibition?
- What role did consumer preferences play in the success of breweries after prohibition? (15-20 minutes)

Day 4: The Business of Craft Brewing

- Begin by asking students to raise their hands if they have a hobby. Call on a number of students to find out what those hobbies are. Ask students if they have ever considered turning their hobby into a business. Then watch the final 25 minutes of the *Brew North* documentary. (30 minutes)
- Divide the class into groups of 3-4 students. Have each group choose a hobby enjoyed by one of the students in the group. Then have the groups discuss steps they could take to turn the hobby into a business. Have students think back to specific steps taken by the craft brewers in the documentary, including:
 - joining a club based on the hobby;
 - working on the hobby with a partner;
 - getting a degree in a subject related to the hobby;
 - getting an internship related to the hobby;
 - getting a job related to the hobby;
 - getting advice from mentors; and
 - creating a business plan.
- Have each group create a digital presentation that outlines a step-by-step plan for pursuing their business. (15-20 minutes)

Day 5: Following Your Passion into Business

- Ask each group to present their business plan to the class. Discuss as a class how each plan could be improved. End the discussion by asking each student to write a short reflection about whether or not they would want to develop a business based on a passion. (20 minutes)
- Ask students to think back to the entire *Brew North* documentary. Have students compare the expansion of craft brewing in the 21st century to the establishment of breweries in the late 19th century. Ask students to write answers to the following questions to close out this week of activities:
 - Did the same things motivate the people who established breweries in the 19th and 21st centuries? Explain your answer.
 - What are some qualities of brewers past and present that would allow them to experience economic success?
 - What do you think the next phase will be in the development of brewing in northeastern Minnesota or other regions? (20 minutes)
- Allow students to discuss their answers, and to predict the future of brewing during a class discussion. (5-10 minutes)

MN State Education Standards:

Social Studies Standards

Economics Substrands and Standards

Substrand 1: Economic Reasoning Skills

Standard 1: People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices, and revising their goals based on their analysis.

Substrand 3: Fundamental Concepts

Standard 3: Because of scarcity, individuals, organizations and governments must evaluate trade-offs, make choices and incur costs.

Substrand 4: Microeconomic Concepts

Standard 5: Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determine the price and quantity exchanged of a good, service or resource.
Standard 6: Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.

Substrand 5: Macroeconomic Concepts

Standard 9: Economic performance (the performance of an economy toward meeting its goals) can be measured, and is affected by, various long-term factors.

Standard 10: The overall levels of output, employment and prices in an economy fluctuate in the short run as a result of the spending and production decisions of households, businesses, governments and others.

Standard 11: The overall performance of an economy can be influenced by the fiscal policies of governments and the monetary policies of central banks.

Geography Substrands and Standards

Substrand 2: Places and Regions

Standard 3: Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

Substrand 3: Human Systems

Standard 5: The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).

Substrand 4: Human Environment Interaction

Standard 9: The environment influences human actions; and humans both adapt to, and change, the environment.

History Substrands and Standards

Substrand 1: Historical Thinking Skills

Standard 1: Historians generally construct chronological narratives to characterize eras and explain past events and change over time.

Standard 2: Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

Substrand 2: Peoples, Cultures and Change Over Time

Standard 3: Historical events have multiple causes and can lead to varied and unintended outcomes.

English Language Arts Standards

Speaking, Viewing, Listening, and Media Benchmarks

9.9.5.5 and 11.9.5.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

9.9.6.6 and 11.9.6.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.

9.9.8.8 and 11.9.8.8 As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.)

Writing Benchmarks

9.7.1.1 and 11.7.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9.7.8.8 and 11.7.8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Arts Standards

9.2.1.5.1 Create a single, complex artwork or multiple artworks to express ideas

Science Standards

9.4.4.2.4 Explain how environmental factors and personal decisions, such as water quality, air quality and smoking affect personal and community health.