

**WDSE Steamship America
Lesson Plan**

Intended Grade Level:

9-12

Subject Area(s):

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

MN State Standards:

Social Studies 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.

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.

Strand 3 Geography

Sub strand 3 Human Systems

Standard 7: The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems).

Code 9.3.3.7.3 Explain how social, political and economic processes influence the characteristics of places and regions.

Strand 3 Geography, Sub strand

Substrand 4: Human Environment Interaction

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

Code 9.3.4.9.1 Analyze the interconnectedness of the environment and human activities (including the use of technology), and impact of one upon the other.

English Language Arts Standards

Speaking, Viewing and Listening

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

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.

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

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Writing Process: Production and Distribution of Writing

11.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Range of Writing

9.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

National Standards:

Visual Arts

Standard 1: Understanding and applying media, techniques, and processes

ISTE Nets Standards:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

a. Apply existing knowledge to generate new ideas, products, or processes.

b. Create original works as a means of personal or group expression.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

Materials:

Steamship America DVD and a device to play the video
Computers/laptops/tablets for the students
Classroom account to StoryBird
Writing Assignment Sheet (Storybird)
Essay Assignment Sheet

Objectives:

- Students will demonstrate an understanding of the society and economy of the North Shore of Lake Superior from 1900-1928.
- Students will create a story depicting life on the North Shore. The students will explain the role the *SS America* played in the life, culture, and economy of the North Shore of Lake Superior.
- Students will locate historical information related to their story.
- Students will construct a storyboard and demonstrate effective writing and story creation.

Procedure:

Day 1: Introduction to the Steamship America

- Have the students in a small group write a short 2-3 paragraph story, draw out a pictorial storyboard, or create an online storyboard via StoryBird.com centered on being an immigrant to Duluth, MN in 1905 (*assignment depends on school's access to technology*). The main character of the story moves to Duluth, then to the North Shore of Lake Superior. The students should create a story about the character moving north in 1905. Attached is an assignment sheet for students to gain a better understanding of the bell ringer or hook activity for the lesson.
 - Have the students come up with the needed supplies and devise a plan for getting up north. The students should have access to a computer to look up information and should have prior knowledge about America in 1905.
 - Show example to the class: <https://storybird.com/books/a-north-shore-adventure/?token=bkbhdu6v4k>
- After the groups are done, students can make a very short presentation to the class or read their story.
 - *Average time 25 minutes*
- Introduce the *Steamship America* and the importance of the ship in transporting goods and people to the North Shore of Lake Superior.
 - Attached PowerPoint available if need be
- Watch the first 20 minutes of the *Steamship America* documentary. Instruct the students to take notes about who was on the *Steamship America*, how it looked, what the ship was used for in its early years.
- Have the students add to their original stories. They can make any changes and add more specific information (*estimated time 10 minutes*).

- Closing questions (*estimated time 5 minutes*) (*these questions could be used earlier as part of a movie guide and then discussed afterwards*)
 - Who travelled on the *SS America*?
 - How did the *America* make life on the North Shore better for the early settlers?
 - What advantage did the *SS America* have over other boats that it competed against on Lake Superior?
 - How did people get their supplies on and off of the *America* when it was unable to dock?
 - How did the *SS America* boost the local economy of Isle Royale?

Day 2: Life and Culture on the Steamship America

- Have the students start out by reviewing their story from the previous day and making any edits that they may have not completed during the previous day. Give students roughly 5 minutes.
- Play the next 25 minutes of the *Steamship America* documentary by WDSE.
 - Have the students either answer the following questions while watching the video or after during a post video discussion. They can also focus on information that relates to their story.
 - What challenges do the captains have to overcome when navigating on Lake Superior? What strategies did *Steamship America* captains use while on the big lake?
 - How did the *America* assist the people living on the North Shore during good times and bad?
 - What luxuries were on the *SS America*?
- Have the students finish their story (*estimated time 15 minutes*).
- Groups will make a presentation or read their story to the class (*estimated time 15 minutes*).
 - Students watching the presentation will write a 1-2 sentence review, noting positives from the other group's work.

Day 3: The Sinking of the SS America

- Ask the students to make a chart or list showing transportation improvements that were created or improved upon from 1900-1930.
 - Discuss how this could impact the *SS America*'s long-term use on the Great Lakes (*estimated time 12-15 minutes*).
- Watch the end of the WDSE *Steamship America* documentary (*estimated time 15 minutes*).
 - Hand out the Essay Prompt Sheet prior to viewing so students know what to take notes on.
- Have the students answer the following prompt with a short 3 paragraph essay.
 - Analyze the sinking of the *Steamship America*. Use evidence to support or to refute the claim that the *SS America* was purposely sunk.
 - Give the students 15 minutes to write their essay.
 - Students may write the essay by hand or use a computer.

- Assistive technology should be available, like speech to text technology.
- Have a discussion analyzing the evidence that the students used to form their argument.
- If there is time remaining at the end of class, have the students come up with ideas to preserve the *Steamship America*.

<p style="text-align: center;">Steamship America Essay Argumentative Format</p>

Answer the following prompt with a five paragraph essay:

- Analyze the sinking of the *Steamship America*. Use evidence to support or to refute the claim that the *SS America* was purposely sunk as business dwindled.

Essay Checklist

_____ Intro paragraph

 Solid Thesis

 Contains argument & organizational categories (5)

_____ Body paragraphs

 Each paragraph contains some solid **factual information** that relate to the thesis (5)

_____ Each body paragraph contains **analysis** of the evidence (facts) (5)

_____ Conclusion

 Restate thesis

 Restate major points (5)

_____ Grammar, spelling, and mechanics (5)

_____ Total 25

Steamship and the North Shore Short Story

Round One

In a small group write a story, create a pictorial story, or create storyboard via Storybird.com depicting the life of one person moving to the North Shore of Lake Superior via Duluth, MN in 1905. Create a surrounding for the story, plotline, and try to include as much historical information as you can based on your prior knowledge. You will add to the story throughout the class as you learn more information about the North Shore and the Steamship America

Round One Checklist

_____ Title (1 point)

_____ Main Character (3 points)

Describe the character and make sure to give your main character a name.

- How will the reader relate to the character? What traits will make this character come alive?
- How does the character fit into society and the time period?

_____ Setting (2 points)

Vivid and descriptive words are used to explain 1905 North Shore life.

_____ Plot (4 points)

- What is the goal of the character? What must the character(s) overcome?
- It is easy to understand the problem or ordeal of the characters

_____ Round one total (10 points)

Round Two and Three

After watching the video on the Steamship America, add more historical detail to your story. Also, place your character on the SS America. Add terminology that also relates to the North Shore and to the SS America. One can add in events depicted in the documentary.

_____ Historical Context (5 points)

Story demonstrates an understanding of the history of the North Shore and the SS America.

Terminology related to the North Shore and the Steamship America are used throughout the story.

_____ Setting (5 points)

Matches 1905 North Shore culture and life.

Use various adjectives to describe the places and events in your story.

Use adjectives that appeal to the readers' senses.

_____ Plotline or Storyline (5 points)

- The conclusion to the character's problem is easy to understand and follows the theme of the story.

- The story is easy to follow without lingering questions to help the reader understand the plot.

_____ Length, Grammar and Mechanics (5 points)

The final product will be 2 pages long if a written script or at minimum 8 scenes long if in a Storyboard format.

Students will proof their work and fix any grammar, spelling, or mechanic errors.

Storyboard Sheet

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