

**Report on Use of State Funds
July 1, 2006 through June 30, 2007**

for the
Minnesota State Legislature



**MINNESOTA
Humanities Center**

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The Minnesota Humanities Center provides leadership, resources, and programs to advance the study of the humanities throughout our state. Its program is made up of three components:

- Professional Development for Educators. The Minnesota Humanities Commission offers Teacher Institute professional development seminars, each organized around a specific humanities subject, and other workshops and conferences on topics in early literacy and bilingual and heritage languages. Our professional development opportunities are designed to connect educators to high-quality scholars, research, and resources from Minnesota and across the nation.
- Resources for Educators. The Humanities Commission develops and distributes humanities resources, such as reading guides, Somali-English and Hmong-English bilingual children's picture books, a Reading with Dad book list, in print and electronically, through its web site.
- Humanities Services for Schools and Communities. The Humanities Commission works with schools and teachers, and community partners to provide students with a research-based, content-rich humanities curriculum and resources. Humanities Commission staff provides coordination, collaboration, and implementation of programs that focus on the humanities.

These program components made up the more than 40 events conducted by the Minnesota Humanities Center between July 1, 2006 and June 30, 2007. These events are detailed in the following pages. Unless otherwise stated, events took place at the Humanities Center in St. Paul.

Dakota & Ojibwe Language & Literacy Workshop (77 attendees)

July 10, 2006

Presenters: Lillian Rice, Wicoie Nandagikendan Early Childhood Immersion Project; Brendan Fairbanks, Wicoie Nandagikendan Early Childhood Immersion Project; Olga Wasteste, Wicoie Nandagikendan Early Childhood Immersion Project; Tammy DeCoteau, Sisseton Wahpeton College; Anton Treuer, Bemidji State University; Adrian Liberty, Niigaane Bug-o-nay-ge-shig Immersion Program; Kellar Paap, Waadookodaading Immersion School; Larry Smallwood, Anishinaabe Izhigwahwin; Jill Weese, Minnesota Center for Book Arts; Neil McKay, University of Minnesota.

The literacy workshop opened with a discussion on preserving Dakota and Ojibwe languages in Minnesota. Materials for use in early childhood (ages 0-8) language programs were highlighted. Breakout sessions featured various immersion program models; how to work together with elders in language programs; and how to make books for use with young children and their families. Small discussion circles were conducted on various related topics. Exhibitors displayed and sold children's books and other Dakota and Ojibwe language materials for use with young children and their families. This workshop was offered in partnership with the Alliance for Early Childhood Professionals and the Dakota and Ojibwe Language Revitalization Alliance (DOLRA).

**Ojibwe History and Culture (44 attendees)
July 13 and 14, 2006 at Bemidji State University**

Presenter: Anton Treuer, Bemidji State University

This seminar explored the immediate and long-term effects of allotment and government-imposed education on the Ojibwe. Participants explored the ways that language contributes to cultural experiences and exchanges as well as present-day efforts to preserve the Ojibwe language.

**Art of the Cold War: Art, Poetry, Pop Culture, and Politics (20 attendees)
July 24 and 25, 2006**

Presenters: Judy Kutulas, St. Olaf College; Charlotte Melin, University of Minnesota-Twin Cities; Matthew Rohn, St. Olaf College

The seminar sampled new scholarship of historical research into the Cold War and what it reveals about art and poetry, and to model how poetry, art, and popular visual culture (i.e., movies, advertisements, etc.) can be used as teaching tools about the Cold War era. Participants learned about major debates among American and European intellectuals at the beginning of the Cold War and how those debates shaped trans-Atlantic poetics and modern art. Lecturers presented different ways of reading Abstract Expressionism and Pop Art in relationship to their historical contexts and linked that to the use of art, popular visual, and material culture in teaching Cold War history.

**Why and Where Do People Play? The Geography of Sport and Recreation (23 attendees)
July 31 and August 1, 2006**

Presenters: David Lanegran, Macalester College; Roger Godin, Curator for the Wild hockey team; Craig Hattam, Hibbing High School; Steven Hoffbeck, Minnesota State University-Moorhead; Mary Jo Kane, University of Minnesota-Twin Cities; Mary Mohr-Scinocca, Westwood Middle School; Kelly Swanson, Johnson High School; JoAnn Trygestad, Rosemount Middle School

This seminar examined what sport tells us about modern culture in the United States and how sport, as a “second curriculum,” functions as a bridge to social science. Participants explored the origin and diffusion of sport; the relationship between sport and regions; how sport is an organizing theme for our culture; how and why people relate to sport to make life meaningful; and, the economics of sport. The seminar focused on the sports found in most Minnesota high schools: baseball, football, basketball, and hockey, and included a discussion of the impact of Title IX and a history of the Negro Leagues in Minnesota.

**Core Knowledge New Teacher Orientation
August 1, 2006 (29 attendees), August 17, 2006 (33 attendees), September 16, 2006 (11 attendees)**

Presenter: Heidi Gauss, Core Knowledge Foundation

The Core Knowledge New Teacher Orientation introduced Core Knowledge to teachers who are new to this program. It oriented teachers to the Core Knowledge Sequence; introduced the year-long plan and its use as an effective implementation tool; reviewed the nature, aims, and history of Core Knowledge; and familiarized teachers with developing Core Knowledge lessons and assessments.

**Core Knowledge Refresher & Implementation Analysis Workshops
For Paideia Academy, August 2, 2006 (20 attendees)**

For the Academy of Bioscience, August 23, 2006 (20 attendees)

For New Spirit Academy, August 29, 2006 (35 attendees)

Presenters: Heidi Gauss, Core Knowledge Foundation Consultant; Matthew Brandt, Minnesota Humanities Center; Jessica Winkelaar, Minnesota Humanities Center

This Core Knowledge Refresher and Implementation Analysis workshop covered the following topics: Assessing Core Knowledge Implementation; Analyzing Core Knowledge and State Standards Alignment; Year Long Plan Review and Implementation Analysis; Assessing the Current Status of Implementation and Planning for the Future; Exploring Available Resources for Teaching Core Knowledge; and Using Core Knowledge to Increase Interdisciplinary Instruction.

**Motheread/Fatheread Training (20 attendees)
August 2, 2006**

Presenter: Tom Fitzpatrick, Minnesota Humanities Center

This intensive training addressed a variety of teaching approaches and learning styles. It combined individual assignments, small group work, lecture, and discussion. It covered: use of story (including thematic analysis, working with children, use of the Storysharing Handbook); holding adult classes (use of parent education and literacy development curriculum, instructional techniques, lesson planning, preparation, and presentations); evaluation (authentic assessment, student goals, measuring student outcomes, using standardized measures); and, program implementation (start-up, recruitment and retention, program development, and integration of curriculum into existing program structures and requirements).

**Using Works of Art to Teach Social Studies (9 attendees)
August 3, 2006 at the Minneapolis Institute of Arts**

Presenters: Minneapolis Institute of Art education staff

This seminar was designed for kindergarten, second, third, and fifth grade Core Knowledge teachers who want to enrich social studies topics by integrating art. Participants received an overview of the museum's resources for teachers and toured works of art related to the Core Knowledge social studies topics at their grade levels. Participants had an opportunity to explore online resources, including the ArtsConnectEd database and the "Teaching the Arts" newsletter features geared to student audiences.

**Strategies for Teaching About World Religions
August 3, 2006 (5 attendees), September 20, 2006 (16 attendees)**

Presenter: Matthew Brandt, Minnesota Humanities Center

Participants learned strategies and tips for teaching about the history of the world's religions in the elementary school classroom. Specific topics included teaching about the place of religious traditions in history lessons and units, and teaching about religion using a geographic focus. This institute considered how to present the basic beliefs of the world's major religions, Christianity, Judaism, Islam, Buddhism, and Hinduism. Teachers explored how to teach about religions while respecting the separation of church and state, and how to teach about religion while respecting the faiths of students in the classroom and families in the community.

Sheeko Wadaag/Sharing Stories: From Home Language to School Literacy with Somali Families (54 attendees)

August 22, 2006

Presenters: Said Salah Ahmed, Minneapolis Public Schools; Marian Hassan, Educational Consultant; Angele Passe, Educational Consultant; Patsy Vinogradov, Educational Consultant
Attendees learned about: the importance of the home language in developing literacy skills; the oral storytelling tradition of Somali families; information on Somali parents' educational background and literacy/school expectations; and ways to work together with preliterate parents to support the emergent literacy skills of their children, ages 0-8. This workshop was designed for professionals who work with Somali parents who are not yet literate in Somali and/or English. Resources for working on building language, story, and book skills will be shared.

Somali Language and Literacy Conference (120 attendees)

September 16, 2006 in Saint Cloud

Presenters: Yusuf Abdurahman, PICA Head Start; Jamal Adam, Minneapolis Community and Technical College; Said Salah Ahmed, Minneapolis Public Schools; Rahma Ali, Minneapolis Even Start; Mary Jane Berger, College of St. Benedict's/St. John's; Lannie Bulka, Central Minnesota Adult Basic Education; Janet Curiel, Minneapolis Even Start; Aisha Diriye, Third Week Books; Kelly Dupre, artist; Ruth Jamieson, Richfield Public Schools; Joseph Mbele, St. Olaf College; John Morson, Cedar Riverside Adult Education Collaborative; Abdirahman Muhumed, Hands Across the World; Carole Olson, Third Week Books; Charmaine Owens, Minneapolis Public Schools; Cheryl Schneider, Third Week Books

Open to educators working with Somali students of all ages, this conference enhanced participants' knowledge of the Somali oral tradition. Exhibitors highlighted a wealth of bilingual resources to support literacy instruction for parents and children. All individuals who work with members of the Somali community, including educators, school administrators, librarians, and child care and social service providers, were invited to attend. Local educator Said Salah Ahmed presented the conference keynote, providing an overview of Somali language characteristics. Breakout sessions included: Somali Language 101; Somali Songs and Nursery Rhymes; and Using Bilingual Children's Books with Adults and Children. The conference featured the Minnesota Humanities Center's newly published bilingual children's book, *The Lion's Share*.

Storytelling and Literacy Early Literacy Workshop (19 attendees)

September 23, 2006

Presenters: Mike Mann, Cygnus Storytelling; Jennifer Strauss, Cygnus Storytelling

This interactive workshop explored the connections between storytelling and early literacy, giving participants concrete ideas on how to utilize storytelling to develop improved literacy with their students. Activities and ideas shared were for use with students of all ages, including adults. In addition to the book and accompanying DVD, participants received a Family Storytelling Handbook developed by the workshop presenters with more strategies on storytelling.

Images of the Wild: Nature Writing and the Geography of Wilderness (16 attendees)

September 29 and October 1, 2006 at the Wolf Ridge Environmental Learning Center in Finland

Presenters: David Lanegran, Macalester College; Kelly Dupre, author and illustrator; Paula Verstegen, Lake Elmo Elementary School; Tanya Miller, Park Rapids High School; Tom Egan, retired, St. Louis Park High School; Donna Hill, Wolf Ridge Environmental Learning Center

Participants immersed themselves in a weekend of experiential learning at the Wolf Ridge Environmental Learning Center on the North Shore. They explored the relationship between humans and wilderness and how the natural environment has impacted human history. Reading and writing about nature were both emphasized with break-out sessions for elementary and secondary teachers and writing assignments. Discussion topics included: concepts of wilderness; the ways in which people feel and think about place; how various writers have experienced and expressed their ideas of nature; and, the history, geography, and culture of northern Minnesota. The weekend included a talk by Minnesota children's author and illustrator Kelly Dupre.

Humanities Roundtable for Core Knowledge Schools

For Third Grade Teachers, October 25, 2006 (19 attendees)

For Fifth and Sixth Grade Teachers, November 16, 2006 (23 attendees)

For Forth Grade Teachers, December 6, 2006 (24 attendees)

For Kindergarten Teachers, January 18, 2007 (31 attendees)

For First Grade Teachers, February 8, 2007 (30 attendees)

For Second Grade Teachers, March 8, 2007 (24 attendees)

Presenters: Tamra Thelen and Tracy Christensen of Dowling School; Erika Hawley, Megan Hjermstad, and Jennifer Zainuddin of Excell Academy; Nancy O'Brien Wagner, History Consultant; June Dye, Michelle Hartwell, Ruth Woods, and Jenny Hedberg of Lyndale Community School; Jessica Winkelaar of the Minnesota Alliance for Geographic Education; Jayne Bolton, Nicole Phillips, Laverne Wesley, Patricia Hampton, Jennifer Hurlburt, Kim Strandt, Kevin Busko, Heather Whalen, Jennifer Schultz, and Tamara Pickins of WISE School

These roundtables provided a day of professional development, networking, and collaboration for Core Knowledge teachers from throughout Minnesota. The morning included teacher-presenters, content-based group discussion, and implementation problem-solving. The afternoon featured a session on livening up social studies instruction by using primary source documents and artifacts. Participants were asked to come prepared to share ideas, resources, and successful lessons, and to engage in active discussions regarding the implementation of Core Knowledge in their school.

Westward Expansion: Stretching Your History (20 attendees)

November 1, 2006

Presenter: Nancy O'Brien Wagner, History Consultant

Imagine a classroom where students grapple with real historic artifacts and dilemmas. The history of westward expansion is one of the most romanticized eras in American History, but this period was more than covered wagons and sod houses. For the settlers and American Indians in the Midwest, this era was defined by a literal struggle for life and death. Seminar participants explored ways to reinvigorate this topic (and meet the standards!) with compelling primary sources, expanded teaching techniques, and novel resources.

China and the East/China and the West (25 attendees)

November 4, 2006

Presenters: Dr. Robert Entenmann, St. Olaf College; Dr. Karil Kucera, St Olaf College

The morning sessions examined the ways that Chinese language, thought, religion, institutions, and fine arts helped form a shared East Asian civilization, and how Japan, Korea, and Vietnam each creatively adapted Chinese models while maintaining their distinctive cultural identities. The afternoon sessions examined the nature of China's relations with the West and the ways that contact shaped China's development. Beginning with the China trade, participants examined mutual images and conflicting world views, the Christian missionary effort, the opium trade, imperialism and colonialism, Chinese nationalism and Chinese national identity. They also examined the ways that this historical heritage shapes contemporary Chinese views of themselves and the world.

**Core Knowledge Coordinator & Leadership Training (24 attendees)
November 10, 2006**

Presenters: National Training Staff from Core Knowledge Foundation

This training provided guidance and assistance in the implementation of Core Knowledge on an individual elementary or middle school campus. It helped participants work toward successful implementation of Core Knowledge by refining their classroom observation and school support skills.

Core Knowledge Discipline Specialists Site Visit

For Visual Arts Specialists, January 12, 2007 at the Longfellow School and Minneapolis Institute of Arts (10 attendees)

For ELL Specialists, January 19, 2007 at the Phalen Lake Elementary in St. Paul (13 attendees)

For Media Specialists/Curriculum Resource Coordinators, January 19, 2007 at Phalen Lake Elementary in St. Paul (9 attendees)

For Physical Education Specialists, February 2, 2007 at the Dowling School in Minneapolis (12 attendees)

For Music Specialists, February 22, 2007 at the Minneapolis Academy (6 attendees)

Presenters: Kelly Dupre, author and illustrator; Treden Wagoner, Minneapolis Institute of Arts; Margaret Zimmerman, Longfellow Community School; Dan Liljedahl, Phalen Lake Elementary; Maxine Hughes, Dowling Elementary; Amy Erickson, Minneapolis Academy; and Eden Bart, Connie Skildum, and Jessica Winkelaar of the Minnesota Humanities Center

Core Knowledge discipline specialists engaged in a day of professional development, networking, and collaboration. The first half of the site visits included a teaching demonstration; the latter portion of the day featured content discussion and resource sharing. Attendees were asked to come prepared to share ideas, resources, and successful lessons and to engage in lively discussions regarding the implementation of Core Knowledge in their school.

Reading Aloud Workshop

January 13, 2007 (14 attendees), April 17, 2007 (15 attendees)

Presenters: Tom Fitzpatrick, Minnesota Humanities Center

These interactive workshops provided a research-based overview of the benefits of reading aloud to children for child care providers, paraprofessional staff, bilingual staff, parents, volunteers, and other individuals interested in gaining basic knowledge about reading aloud to groups of children. Workshop topics included the benefits of reading aloud; reading and early brain

development; language and vocabulary development; components of holistic literacy; different types of books for reading aloud; tips for reading aloud; book/story related activities; and discussion questions with reading aloud.

Teaching About American Indians in the Elementary Grades (49 attendees)

January 23, 2007

Presenters: Priscilla Buffalohead, retired from Osseo Public Schools Indian Education; Robin Nelson, Anoka-Hennepin Indian Education; Ramona Stately, Osseo Public Schools Indian Education

This seminar provided participants with new ideas and strategies for teaching about American Indians in the elementary classroom. During the morning sessions participants were exposed to perspectives regarding American Indian contributions throughout history. Presentations included how to disseminate this information to young students using artifacts. Guidelines for evaluating American Indian resources were presented so that teachers gained competencies in identifying and evaluating culturally and historically appropriate resources. Participants left the seminar with practical classroom ideas and lessons to address topics such as Thanksgiving and other historical events.

Spanish Language and Literacy Conference (256 attendees)

January 26, 2007 in Owatonna

Presenters: Joanna Brookes, St Paul Public Library; Lillian Duran, Minnesota State University-Mankato; Bernie Farrell, Hennepin County Library; Aracely Flores, Owatonna Public Schools; Carolos Gallego, Minnesota Children's Museum; Laura Johansson, Joyce Bilingual Preschool; Renee Kaplan, St. Paul Public Library; Clarita Kell, Northfield Early Childhood Family Education; Sonia Kuriger, Faribault Public Schools; Roxanna Linares, Centro Cultural Chicano; Pat Mora, author; Angie Meyer, Dodge Center Public Library; Yvette Munoz, St. Paul Public Library; Carole Olson, Third Week Books; Angele Passe, Literacy Press International; Tammy Pineda, Third Week Books; Laura Randolph, Rochester Public Library; Cheryl Schneider, Third Week Books; Lynn Spainhower, Catherwood Home Child Care; Mary Turck

Conference attendees connected to bilingual books, resources, and programs to better serve Spanish speaking families enrolled in their programs and schools. Sessions enhanced educators' knowledge of the role of families' home language in building literacy skills. This conference had an early childhood (ages 0-8) focus, but all interested educators and librarians were invited to attend.

The Changing Face of the Republic: Immigrants/Citizens in France (51 attendees)

February 2, 2007

Presenters: Judith Preckshot, Hakim Abderrezak, Bruno Chaouat, Trica Keaton, and Patricia Lorcin of the University of Minnesota-Twin Cities; Sarah Buchanan, University of Minnesota-Morris; Joëlle Vitiello, Macalester College

Scholars from the University of Minnesota's Morris and Twin Cities campuses, as well as from Macalester College, came together to discuss immigration and the cultural (ex)changes, ideological conflicts, and artistic and social revitalization that result from it. Representing the disciplines of history, sociology, literary, and cultural studies, seven scholars presented their research on the history of modern immigration in France, the social spaces of immigration, the idea of Islam in the French imaginary, African-Americans in France, representations of African

immigrants in literature and film, and the ways in which North African citizens/immigrants are changing the face of France.

To Be Modern: From Revolutions to Reform (18 attendees)

February 16, 2007

Presenters: Jason McGrath, University of Minnesota-Twin Cities; Jennifer Downs, College of St. Catherine; David Davies, Hamline University; Karil Kucera, St. Olaf College

This seminar introduced participants to the question of Chinese modernity through an examination of the Chinese Revolutions and the post-revolutionary “Reform and Opening” which began in 1978. Concepts examined included the transition from revolution to reform, the relationship of the leadership to the “people,” the appeals of communism and capitalism, the issue of democracy, and the contradictions between the rural countryside and the urban core. The Cultural Revolution period from 1966-1976 and its aftermath were used as a case study for understanding these important issues.

Dance and Movement Early Literacy Workshop (33 attendees)

February 24, 2007

Presenters: Diane Aldis, Perpich Center for Arts Education; Jane Kahan, St. Paul Public Schools

The kinesthetic arts such as dance and creative movement not only develop expressive and interpersonal skills in young children, but can also be powerful tools that enhance and complement basic reading skills, language development, and story understanding. Dance has been employed to develop reading readiness in young children as well as assist remedial readers make better sense of letters, words, and meaning. Attendees learned what research has documented are the best kinesthetic approaches to literacy, and strategies that help young learners build their language, story, and early reading skills through dance and movement.

Teaching About the Geography and Cultures of Africa in the Middle Grades (36 attendees)

March 15 and 16, 2007

Presenters: David Lanegran, Macalester College; Michelle Leba, Washington Technology Magnet Middle School; Bill Moseley, Macalester College; Maureen Trepp, Minneapolis Public Schools; Ann Hoehn, Milaca Public Schools

This interactive, multi-disciplinary seminar provided an overview of Africa’s geographic regions, as well as the agricultural development and urbanization in selected African countries. Using case studies of particular countries, participants explored literature, picture books, maps, reading strategies, resources, and classroom ideas specifically for teaching about Africa in the middle grades, 4th-8th. Lesson plans and web activities from National Geographic’s Geography Action! program helped teachers integrate African themes into math, science, reading, as well as social studies lessons throughout the school year.

Made in China: Economy, Environment, and Globalization (37 attendees)

April 13, 2007

Presenters: David Davies, Hamline University; Jim Harkness, Institute of Agriculture and Trade Policy; Christopher Isett, University of Minnesota-Twin Cities; Weiming Lu, International Urban Planning and Development Advisor; Wang Ping, Macalester College

This seminar introduced participants to the transformations of reform era China, paying specific attention to the most recent decade. Topics examined include the global sourcing relationships

that bring goods “made in China” to American store shelves, the lives and livelihood of Chinese workers, the price paid by the Chinese environment, and the plight of some of those left behind by Chinese reforms. This seminar also looked at the relationship between the U.S. and China and what some have called “China’s new nationalism.”

American Crossings: The Social, Cultural, and Political Implications of 20th and 21st Century Latino Immigration (52 attendees)

June 25 and 26, 2007

Presenters: Alondra Espejel and Mariano Espinoza of the Minnesota Immigrant Freedom Network; Patricia McDonald, Afton Historical Society Press; Ramón León, Latino Economic Development Center; Juan Moreno, University of Minnesota Extension Services; Bruce Robb, Minnesota Council for the Social Studies; Lisa Sass Zaragoza and Louis Mendoza of the University of Minnesota-Twin Cities

This seminar examined the impact of Latino immigration on U.S. society and the consequences of the phenomenon on “our” sense of self. Participants looked at “push-pull” social and economic factors, as well as U.S. foreign policies that have contributed to this demographic shift. A blend of social science and humanities texts, including film, provided a deeper understanding of how mass immigration changes not just the host society, but the identity of the home country and those who immigrate. Presenters discussed how Latino immigrants from Mexico, Ecuador, the Caribbean, and Central America have changed, contributed to, and challenged the U.S. as Spanish speakers, as Americanos.