

Chapter 7 Minnesota's Newcomers

Learning Targets:

- 1) I can identify why settlers came to Minnesota and how they affected Minnesota.
- 2) I can describe the process of how Minnesota became a territory and then a state.
- 3) I can list the 3 branches of the U.S. and Minnesota government and describe their roles.

Ch. 7 Introduction (pg. 126)

1. Until about 1850, most of the people living in Minnesota were _____ and _____ . By the 1860s, _____ were the majority.
2. _____ # of European Americans living in MN in 1851
3. _____ # of European Americans living in MN in 1854
4. _____ # of European Americans living in MN in 1857
5. Do the math. The population increased by _____ in _____ years.

Transportation (Blue box on page 126):

In 1847, _____ started making regular stops at St. Paul. In the 1840s, _____ were sometimes used to transport furs, buffalo skins, and goods from the Red River Valley to St. Paul during 30-40 day trips.

The New England School Teacher (pg. 127-130)

6. Harriet Bishop: What were St. Paul, its people, and its first schoolhouse like when the New England schoolteacher arrived? List 2 details about each.

St. Paul	Citizens	Schoolhouse

7. Complete the table below. Make sure you read through the blue box on page 129 when you read pg. 127-130.

Reasons why people liked Harriet Bishop	Reasons people disliked Harriet Bishop

The Three Branches of Government (pg. 130)

8. Fill in the blanks with the branches of U.S. and Minnesota government and their roles.

Branch	Legislative		
Role		Enforces Laws	

Minnesota becomes a Territory (pg. 131 - check the yellow box too)

10. What were the federal requirements to become a territory?

- a.
- b.
- c.

11. Who was chosen to be sent to Washington D.C. as Minnesota's representative? _____

Turning Point (pg. 132 - 133)

9. Why did European American settlers start pouring into Minnesota around 1852, even though treaties said that they should stay away until 1854?

12. Was it legal for settlers to be in Minnesota in 1852? Circle YES or NO. Why did the government allow it to happen? _____

Blue Box: Attracting Newcomers (pg. 135)

13. What were some "good things" that recruiters were saying about Minnesota?

a.

b.

A Community Grows (pg. 136 - 137)

10. Name at least two reasons why people were moving from Europe to the United States for good.

a.

b.

Statehood for Minnesota (pg. 137 -139)

11. What were the advantages to becoming a state?

a.

b.

c.

12. Name 3 things that were established by Minnesota's constitution (YELLOW BOX pg 138).

d.

e.

f.

Vocabulary: Please write the definitions of these vocabulary words. You must know these for our test!

Steamboat:

U.S. Congress:

Governor:

State:

Recruiter:

Federalism: