



The Marquis de Mores – Dakota Entrepreneur

Overview

This lesson was written to familiarize students with the background of the Chateau de Mores State Historic Site before a visit. It is important for students to recognize the value of local history and the part it played in the development of North Dakota. The resources of the state historic sites are a valuable asset to the school and community and as such should be explored more fully. The site interprets the life of the Marquis de Mores, a French aristocrat with an entrepreneurial spirit common during this era. Students will read several short articles about the time period, people and places connected to the Chateau. An observation activity with photos of the chateau rooms will enable them to make detailed observations as they visit on their field trip. A suggested extended activity is to write a short travel essay.

Standards

This lesson fits into the North Dakota Studies curriculum on ND settlement. It meets the **ND Social Studies Standards and Benchmarks:**

- 4.1.2 Use map scales to locate physical features and estimate distance on a map.
- 4.1.3 Create a mental map that understands the relative location, direction and shape of the United States.
- 4.2.4 Use chronological order and sequence to describe the cause-and-effect relationships of historical events and periods in North Dakota.
- 4.2.5 Identify the contributions of prominent individuals to North Dakota
- 4.3.3 Explain the impact of tourism on North Dakota's economy

This lesson also meets these **North Dakota English Language Arts Standards:**

- 4.2.10 Use reading to be informed, entertained, and persuaded;
- 4.3.2 Demonstrate planning ideas to organize thoughts before writing
- 4.3.4 Organize and develop ideas by writing at least three paragraphs with topic sentences and supporting details.
- 4.3.5 Use indentation, capitalization, and punctuation to write paragraphs
- 4.3.6 Incorporate vocabulary in writing.
- 4.3.12 Share final copy with peers.

Objectives

- Students will understand the significance of the Chateau de Mores story to North Dakota history.
- Make detailed observations of the rooms of the Chateau based on analysis of photos.
- Write a descriptive essay about one of the rooms.



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Materials used in the lesson:

Student Readings

- 1.1 Introduction
- 1.2 The Marquis de Mores
- 1.3 Medora de Vallombrosa, the Marquise de Mores
- 1.4 The Children
- 1.5 Business Ventures
- 1.6 The Chateau de Mores
- 1.7 Observation Activity Worksheet

Photos of Chateau Rooms and additional photos used online or printed from website

- 1.8 Glossary

Day 1

1. Locate Paris and Cannes, France, New York and Medora, North Dakota on the map. Discuss the mode of travel and some of the famous routes pioneers used to cross America in the late 1800's.
2. Discuss the meaning of the word “entrepreneur” and tell the students that they will be reading about an early North Dakota entrepreneur.
3. Readings on the background and family biographies

Day 2

1. Reading on Chateau de Mores. Additional photos of the European family homes and typical Dakota homes are available online or PDF for the students to compare with the Chateau photo to see why it would not have been considered a chateau by the Marquis de Mores and his family.
2. Divide the class into several small groups for the Observation Activity. Use the worksheet along with photos of the rooms.

PROCEDURE:

1. Introduce the idea of a travel writer who uses detailed descriptions to “draw” pictures of places for readers. Explain that students will be using their oral and writing skills to describe a room at the Chateau de Mores to their classmates.
2. Explain the process of being a travel writer - observing details, taking notes, comparing something to something else (what it is similar to or reminds you of), using adjectives and adverbs to draw a picture for the reader.



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3. Practice: Divide the class into groups. Assign each group an object in the room to describe without telling the rest of the class what it is. Have each group write a description of the object and then read it to the class. Have the class guess which object they are describing.

4. The Chateau de Mores: Hand out copies of the Observation Worksheet and give each group a color picture of a Chateau room. Have each group work together to fill out the worksheet.

5. Oral presentations: Have the members of each group stand before the class with their worksheets. Have one student hold up their room picture. Ask the group to give their answers to questions 1-3 from the worksheet. Then have each student read a description of an object in the room. (Since the objects are listed as A-E on the worksheet, you can ask a student to read across row A, for example. You can also have students write 1-2 sentences describing the object before they stand to give their oral presentation.)

6. Discuss students' descriptions with the class. Can the other students get a picture of these objects in their minds? Do they get a feel for the room? Pass the picture of the room around to the other students.

7. Conclusion: Review the importance of observing details in order to give vivid descriptions. Remind students that they will be seeing these rooms on their field trip to the Chateau de Mores. Have students be prepared to view the Chateau as travel writers by observing the details while on their tour. Also have them think about how they would describe their observations in writing.

Day 3

Field Trip to Medora: Chateau de Mores, Chimney Park, De Mores Park.

Day 4

Follow up or Homework Assignment:

Depending upon how much class time you want to dedicate to this exercise, students can use the answers from their worksheet to write a descriptive essay of the room they examined.

Here is a sample outline you may want to offer students to help them write their essays:



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- Beginning - introduce the room & how it was used (create sentences from the answers to questions 1-3 on the worksheet)
- Middle - describe the objects in the room by using the descriptive words from the worksheet (have two sentences for each object; one using the descriptive words and one creating a metaphor or simile for the object)
- End - give an opinion about the room and explain what is most interesting (I like/dislike this room because _____ or I think this room is _____)

Have students proofread their first drafts, circling all the descriptive words they have used. Have them add more descriptive words where needed.

Suggested classroom activities:

Have your students list, or make a story board of the important accomplishments that the Marquis started in Dakota Territory. (Story boards can easily be incorporated into a presentation by using the students' information and making a Microsoft Power Point slide show or Hyper Studio.

Play Victorian games:

- Parlor games such as Charade, Blindman's Bluff, or Pin the Tail on the Donkey
- Card games like Old Maid or build a house with the cards!
- Twenty Questions and Gossip were popular games.
- Jacks
- Marbles
- Tiddlywinks
- Kick the Can
- Football (more like our modern day soccer)
- Baseball
- Tug -of- War

Assessment:

1. Evaluate the students' ability to use descriptive words to describe an object.
2. Evaluate the students' ability to work within a group to complete the Observation Worksheet.
3. Evaluate the students' ability to report orally to the class on their room assignment.
4. Evaluate the students' ability to write a short descriptive essay from the worksheet or visit.