

Social Studies 6 (1) - DRAFT

STRAND	SUBSTRAND	STANDARD	BENCHMARK	ESSENTIAL ELEMENTS	MATERIALS / RESOURCES	ASSESSMENTS
Minnesota History	Pre-Contact to 1650	The student will demonstrate knowledge of Minnesota's indigenous peoples.	<p>Students will describe the evidence of the indigenous cultures in Minnesota, and make reasoned inferences from that evidence.</p> <p>Students will explain the major historical aspects of Dakota and Ojibwe culture, social organization and history, and compare and contrast them.</p>	<p>Paleoindians were the first inhabitants.</p> <p>Dakota were the descendents of paleoindians.</p> <p>Ojibwa migrated to northern Minnesota</p>	Northern Lights: Ch. 2-4	Northern Lights Ch 2-4 tests
Minnesota History	Contact and Fur Trade 1600-1810	The student will demonstrate knowledge of early explorers and fur traders in Minnesota and the impact of the fur trade on both European and Native societies.	<p>Students will describe how early explorers and fur traders affected the development of Minnesota.</p> <p>Students will describe the economic and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders.</p>	Voyageurs and French explorers were the first Europeans in MN.	Northern Lights: Ch. 5	Northern Lights Ch 5 test
Minnesota History	Early Settlement and Statehood 1810-1860	The student will know and understand the factors that led to rapid settlement of Minnesota in the 19 <sup>th</sup> century and the changes the new Minnesotans brought with them.	<p>Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes.</p> <p>Students will describe the process of Minnesota's becoming a territory and then a state.</p> <p>Students will understand why and how the Minnesota Indian Nations negotiated treaties with the United States, and the impact of these treaties for the Ojibwe, the Dakota, and the settlers.</p>	<p>Dakota and Ojibway lands were ceded to the U.S. gov. through treaties.</p> <p>European immigrants settled in MN.</p> <p>Mn became a state May 11, 1858.</p>	Northern Lights Ch 6,7 and 10	Northern Lights Ch 6,7 and 10 tests
Minnesota History	Civil War and Dakota War 1860-1864	The student will know and understand Minnesota's role in the Civil War and the impact of the Dakota War of 1862.	<p>Students will describe the attitudes of Minnesotans toward slavery in the period before the Civil War and analyze the factors shaping these attitudes.</p> <p>Students will describe Minnesota's role in the Civil War, both on the home front and on the battlefield, including the role of the First Minnesota Regiment.</p>	<p>1<sup>st</sup> MN Regiment fought in Civil War</p> <p>MN was first fighting unit to volunteer.</p> <p>Dakota anger against U.S. Gov. erupted into a war.</p>	Northern Lights Ch 8 and 9.	Northern Lights Ch 8 and 9 tests

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			Students will compare the different perspectives of settlers and Dakota people on the causes and the effects of the Dakota War of 1862.			
Minnesota History	Industrial Era 1865-1914	The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.	Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota's early industries (lumbering, mining, and agriculture).  Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.  Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.	Major industries were flour, timber and iron.  Health rules improved living conditions.  Industrialization polluted the Mississippi.	Northern Lights Ch 11-14	Northern Lights Ch 11-14 tests
Minnesota History	World Wars I and II, and the Interwar period, 1914-1945	The student will know and understand the impact on Minnesota of World War I and World War II, as well as, the social and economic changes of the 1920s and the 1930s.	Students will understand the issues that Minnesotans faced during World War I and how they responded to them.  Students will demonstrate the knowledge the social, political, and economic changes of the 1920s and 1930s and analyze the impact of the Great Depression and the New Deal.  Students will describe Minnesota's contributions to World War II and analyze the impact of the war on Minnesota.	Farmers ploughing up the prairies contributed to the Depression.  MN was home to famous gangsters during Prohibition.  Mn Iron Ranges helped provide iron ore needed for weapons.	Northern Lights Ch 15,16	Northern Lights Ch 15,16 tests
Minnesota History	Post-World War II to the Present	The student will know and understand Minnesota's role in the major social, economic and political changes, both national and international, in the	Students will explain how Minnesota has both affected and been affected by the events, people, and changes in the nation and the world.  Students will identify and describe significant demographic changes in Minnesota and issues related to	Cold War was between the U.S. and Communist Russia.  Immigrants to Mn come from Vietnam and Somalia.	Northern Lights Ch 17-20	Northern Lights Ch 17-20 tests

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		last half of the 20 <sup>th</sup> century through the present, and analyze the impact of those changes.	<p>those changes and analyze the significance of their impact.</p> <p>Students will develop and share an understanding of what it means to be a Minnesotan, and what is the contemporary significance of Minnesota for the nation and the world.</p> <p>Students will identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.</p>	More of Mn's population began to move to urban area.		
Historical Skills	Concepts of Time	The student will acquire skills of chronological thinking.	Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.	Hennepin was an early explorer.	Northern Lights Ch 1-20	Northern Lights Ch 1-20 incl. in tests
Historical Skills	Historical Resources	The student will begin to use historical resources.	<p>Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.</p> <p>Students will assess the credibility and determine appropriate use of different sorts of sources.</p> <p>Students will investigate the ways historians learn about the past if there are no written records.</p>	Primary sources include the State Constitution.	Northern Lights Ch 1-20	Northern Lights Ch 1-20 incl. in Investigations
Geography	Concepts of Location	The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.	Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.	Mississippi, Minnesota and Red R. are the 3 major water sheds in MN.	Northern Lights Ch 2	Minnesota Studies newspapers.
Geography	Maps and Globes	The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.	<p>Students will create a variety of maps to scale.</p> <p>Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps</p>	Mn forests have shrunk since 1850.	Northern Lights Map Units in ch. 2-20	Mapping Worksheets Ch2 -20

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			appropriate for answering questions they have.			
Geography	Physical Features and Processes	The student will identify and locate geographic features associated with the development of Minnesota.	<p>Students will identify and compare and contrast the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with those of other parts of the United States.</p> <p>Students will identify physical features that shaped settlement and life-ways of the Dakota and the Ojibwe and analyze their impact.</p> <p>Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19<sup>th</sup> Century.</p> <p>Students will identify physical features that either hindered or promoted the industrialization of the state.</p>	Mississippi R. provided transportation for trade.	Northern Lights Ch 1-20	Northern Lights Ch 1-20 worksheets
Geography	Interconnections	The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota.	<p>Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others.</p> <p>Students will analyze how changes in transportation affected settlement of the state.</p> <p>Students will explain the importance of site features in the establishment of Minnesota's largest cities.</p> <p>Students will explain the changing situation of Minnesota's largest cities and suburbs and analyze associated effects.</p> <p>Students will identify the areas of origin for people coming to Minnesota, explain the push and pull factors that brought people to</p>	There were 4 ways to get to MN in the 1800's: walk, wagon, boat, train.	Northern Lights Ch 1-20	Northern Lights Ch 1-20 worksheets and tests

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			<p>the state, and analyze the impact of these changes.</p> <p>Students will describe the settlement pattern of Minnesota's largest immigrant groups.</p> <p>Students will use regions to analyze modern agriculture in Minnesota.</p>			
Geography	Interconnections	The student will identify how technology made some parts of Minnesota more valuable at particular times in history.	Students will explain how Minnesota is connected to the rest of the world through international trade, and analyze the impact of this connection.	IBM connects us to the world.	Northern Lights Ch 20 worksheets	Northern Lights Ch 20 worksheet
Government and Citizenship	Civic Values, Skills, Rights and Responsibilities	The student will articulate the range of rights and responsibilities in a republic	<p>Students will explain protections the Bill of Rights provides to individuals.</p> <p>Students will explain some of the responsibilities of people living in a democracy.</p> <p>Students will explain that the Minnesota Constitution also protects rights, including additional rights not specifically mentioned by the federal constitution.</p> <p>Students will describe landmark U.S. Supreme Court decisions concerning rights and responsibilities</p>	The MN State Constitution gives MN rights.	Minnesota Studies' Weekly newspapers.	Minnesota Studies' Weekly newspapers tests.