

Core Field Trip Experience, Cycles of the Seasons, Exhibits, Games, Communication				
Grade	Strand	Standard	Code	Benchmark
2	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	2.4.18.1	Describe daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	2.4.19.1	Describe how the culture of a community today reflects the history, daily life or beliefs of its people.
	5. Ethnic Studies	23. Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.	2.5.23.1	Compare and contrast different ways of knowing, seeing, and understanding land use, rights, and ownership over time.
3	4. History	22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	3.4.22.1	Describe how groups or individuals from ancient times helped shape the world around them, and identify their impact today.
	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	3.5.24.1	Identify how various groups have advocated for self- determination and a more representative media.
4	3. Geography	17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	4.3.17.1	Analyze how different perspectives have influenced decisions about where to locate and name places.
5	4. History	20. Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.	5.4.20.1	Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.
		18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	5.4.18.1	Identify at least three Indigenous nations in North America. Describe the social structures, political systems and economic activities of at least one Indigenous nation.
		22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	5.4.22.1	Describe Indigenous efforts today to revitalize and reclaim Indigenous languages, traditions and sovereignty.
6	3. Geography	15. Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.	6.3.15.1	Explain how physical features and the location of resources affect settlement patterns, including those of Dakota and Anishinaabe peoples, and the growth of cities.
	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	6.4.18.1	Describe how Dakota and Anishinaabe people today narrate their own history, including seasonal lifeways in the pre-contact period.
			6.4.18.2	Describe the varied and diverse interactions of Indigenous people, European/American traders and settler-colonists in the upper Mississippi River region, and examine how settler colonialism conflicted with Dakota and Anishinaabe ways of life.